DOCUMENT RESUME

ED 212 758 CE 030 590

AUTHOR	Engbretson, William E.; Reter, Ronald F.
TITLE	CETA/Education Linkages: Case Studies and Recommendations.
INSTITUTION	Trust, Inc., Chicago, Ill.
SPONS AGENCY	Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE	Sep 81
NOTE	107p.
AVAILABLE FROM	TRUST, Inc., 220 S. State St., Room 214, Chicago, IL 60604 ($1.00).
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Case Studies; Disadvantaged; Educational Planning; Educational Research; *Education Work Relationship; *Employment Programs; Federal Programs; Information Dissemination; Information Utilization; *Job Training; Linking Agents; Postsecondary Education; Program Development; *Program Effectiveness; Program Improvement; Resource Allocation; Secondary Education; *Vocational Education
IDENTIFIERS	*Comprehensive Employment and Training Act; Illinois; *Linkage

ABSTRACT

A national literature search was conducted on the state of the art that identified linkage activities and model linkage programs; a survey and follow-up questionnaire that identified 107 exemplary projects and received materials on 40 of them; and visits to 30 projects in the Chicago area and Illinois, California, Nevada, Colorado, Michigan, Ohio, Pennsylvania, New York, New Jersey, Maryland, and Washington, D.C. Subsequently, case studies were prepared on 20 of the projects (included in this report), and a series of recommendations were made to the governor of Illinois, to agencies involved in CETA, to the Department of Commerce and Community Affairs, to the Illinois Interagency Coordination Committee, to the State boards of education and higher education, to institutions of higher education, to CETA Prime Sponsors and Program Directors, and to various training agencies. Recommendations were aimed at developing a comprehensive plan for statewide cooperation between CETA and the educational community, ordered by the governor, and funded through various agencies involved. It was also recommended that additional linkages be developed between institutions of higher learning and CETA programs, that materials be developed by the board of education, and that exemplary features of some of the programs profiled in the case studies be adapted for use in the Illinois statewide linkage project. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212758

TRUST inc

CETA/Education Linkages:

Case Studies and Recommendations

Researched and written by

William E. Engbretson, Ph.D.
Project Director

Ronald F. Reter, Ph.D.
Associate Director

Sponsored by TRUST, Inc.
Chicago, Illinois

September, 1981

This project was conducted with funds provided by the Illinois Department of Commerce and Community Affairs under the Comprehensive Employment and Training Act of 1973, as Amended, and does not necessarily represent, in whole or in part, the viewpoint of the Department of Commerce and Community Affairs.

CE 030 590

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Janet H. Malone
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TRUST, Inc. is a non-profit civic organization which acts as a catalyst for cross-interest group communication and cooperative problem solving. To fulfill these functions, TRUST (1) sponsors monthly noontime forums to enable public discussion and debate around topical issues in the areas of housing, health care, education, transportation, criminal justice, energy and environment; (2) conducts studies which bring together diverse interests to research and analyze problems and formulate mutually agreeable public policy recommendations; and (3) hosts a weekly radio program "Chicago Profiles" on WLS-FM.

This report, CETA/Education Linkages: Case Studies and Recommendations, is one of a TRUST series which focuses on the importance of constituency-based organizations and their efforts for comprehensive community development. Earlier studies produced Youth Employment and Neighborhood Economic Development: Case Studies and Recommendations (September, 1980), Stimulating Joint Urban Ventures: Community Organizations and Organized Philanthropy (September, 1980), Developing Jobs and Neighborhoods Through Small Business Growth: Recommendations for Action (August, 1980), Urban Neighborhoods: An Action Report on the Impact of Tax Assessment and Tax Delinquency Policies (April, 1978), Managing Chicago's Urban Collar (1976) and the Neighborhood Agenda. Current TRUST projects include the combination of employment opportunities and community development, technical assistance to small business, and Chicago's future.

Copies can be ordered from:

TRUST, Inc.
220 S. State St., Room 314
Chicago, Illinois 60604
Executive Director: Janet H. Malone

Price: [redacted]

EXECUTIVE SUMMARY

The Illinois Department of Commerce and Community Affairs funded TRUST, Inc. to conduct a study of exemplary CETA/Education Linkage projects within and outside the state of Illinois. The project entailed a national literature search on the state of the art that identified linkage activities and model linkage programs, a survey and follow-up questionnaire that identified 107 exemplary projects and received materials on 40 of these, and visits to 30 projects in the Chicago area and Illinois, California, Nevada, Colorado, Michigan, Ohio, Pennsylvania, New York, New Jersey, Maryland, and Washington, D.C. The project staff has chosen to report brief case studies on 20 outstanding projects.

This report is divided into five sections: Introduction; Constraints, Limitations, and Opportunities; Models of Coordination; Case Studies; and Analyses, Results, Conclusions and Recommendations. A bibliography of literature on linkages follows. Appendices contain the TRUST Survey Instrument, a list of projects responding to the survey, projects listed by the type of organization, and a description of Illinois linkage projects.

Recommendations for Overall Planning, Coordination and Linkages

To the Governor:

The Governor should direct the appropriate state agencies to develop a statewide coordinated plan for economic development, jobs creation, and employment and training. The Massachusetts Youth Action Plan can serve as a model.

To agencies involved:

Each appropriate agency, such as the Illinois Department of Commerce and Community Affairs (DCCA), the Illinois State Board of Education (SBE), the Illinois Board of Higher Education (BHE), the Illinois Community College Board, and the Illinois Employment and Training Council (IETC), with its staff, should develop a comprehensive plan for its activities and their impact on employment and training.

To DCCA:

DCCA should target available funds to the areas of greatest need on the basis of the plan generated above, especially to better meet the training needs of Illinois growth industries.

DCCA should encourage replication of the successful features of currently sponsored Illinois linkage demonstration projects and urge the adoption of successful linkage models for planning and coordination. Models include the projects, such as, Linkages in Progress by the

Madison County ESR; the St. Clair County Educational Service Region, Lewis and Clark Community College, and the Macon County ESR Program Development Consortium.

To IETC:

The IETC and the Interagency Coordination Committee should adopt the tentative recommendations of project SCOPE concerning increased intra-agency and inter-organization coordination, increased coordination among IETC committees, establishment of an Illinois Coordination, Technical Assistance and Training Service, and a comprehensive clearinghouse.

To the State Board of Education:

SBE should develop a technical assistance program and materials such as Indiana's PROJECT LINK or Minnesota's Planning Together to facilitate the development of linkages. Efforts to increase dissemination of project results such as the recent statewide conference should be continued and expanded.

To the State Board of Higher Education:

BHE should maintain sponsorship of a central coordinating project and expand and coordinate its activities.

BHE should make an effort to secure staff representation on the Illinois Employment and Training Council (IETC) and should encourage state-assisted colleges and universities to seek representation on local prime sponsors' planning councils.

BHE should encourage the development of rewards systems, especially within state-assisted universities, which recognize and emphasize more fully the importance of faculty community services activities, i.e., the rewards associated with service activities should be commensurate with those traditionally associated with teaching and research.

BHE should include in its next master plan, reference to the importance of developing a wide range of linkages between higher education institutions and employment and training programs.

BHE should, through its working groups of college and university administrators at various levels, seek explicit definitions of appropriate roles to be taken by various institutions and types of institutions in addressing employment and training needs in Illinois.

To Institutions of Higher Education:

Institutions of higher education should seek representation on prime sponsor advisory councils and, in turn, should appoint CETA personnel to their internal advisory bodies.

Each higher education institution should designate a staff member to be responsible for coordinating activities with CETA programs.

Higher education personnel should make concerted efforts to develop and submit CETA program proposals and they must be aware of the CETA agency grant solicitation process and requirements.

Institutions of higher education, particularly two-year technical and community colleges, should develop non-traditional programs of training for CETA participants in addition to existing certificate and associate degree programs.

Institutions of higher education should seek wider involvement in youth-serving employment and training programs.

Colleges and universities should encourage wider faculty involvement in youth-serving employment and training programs.

Colleges and universities should encourage wider faculty involvements in CETA staff development and training activities. Such involvement may be pursued through the Illinois Management Training Institute (IMTI) or by direct agreements with local prime sponsors. In the case of direct agreements, efforts should be made to reduce high indirect cost rates often associated with such agreements.

Colleges and universities should encourage research in areas related to the planning and operation of local employment and training programs.

Colleges and universities should sponsor periodic conferences to update dialogue on employment and training programs and concerns. Participants should include CETA directors, higher education administrators, business and industry leaders and representatives of human service agencies.

To CETA Prime Sponsors and Program Directors:

Prime sponsors should include education representatives from all levels on each of their advisory councils.

Prime sponsors should include all educational institutions in their service areas in the proposal solicitation process. Particular efforts should be made to solicit higher education involvement in program areas in addition to classroom training.

Prime sponsors should designate a particular staff member to coordinate joint activities with educational institutions.

Prime sponsors should attempt wherever possible, to reduce paperwork and reporting requirements associated with education participation in CETA programs.

Prime sponsors should, as provided for by federal regulations, make arrangements with higher education institutions to apply Basic Education Opportunity Grant (BEOG) payments to the costs of classroom training for CETA participants.

To DCCA and SBE:

Employment and training programs should take into account the shift of jobs in Illinois from manufacturing to service industries.

Customized training staffs should maintain a complete inventory of existing employment and training programs and resources in order not to duplicate existing services at other agencies.

Care should be taken to assure that training funds are available to expanding existing business as well as for new development.

The Industrial Training Program (ITP) and High Impact Training Services (HITS) should be viewed as components in an overall statewide training program and as complements to services already being provided.

ITP and HITS should continue to be funded and should be expanded and refined to meet future needs.

TABLE OF CONTENTS

Executive Summary i

Introduction 1

Constraints, Limitations and Opportunities 5

Models of Coordination 21

Case Studies

A. St. Clair County ESR 32
B. Macon County ESR 33
C. Southeast Service Region of DuPage County 34
D. College of DuPage 35
E. Madison County ESR 36
F. Training, Inc. 38
G. John Wood Community College 40
H. Colorado Youth Strategy 41
I. D.C. Street Academy 42
J. Promethean's Adopt-A-School Program 43
K. Project COTE 44
L. Detroit Interagency Collaborative Body (TRAIN) 46
M. CETA Parent/Youth Project, Reno 47
N. Essex County College 49
O. Bergen Community College 50
P. Bronx Community College 51
Q. National Alliance of Business (New York) 52
R. Cuyahoga Community College 53
S. Philadelphia High School Academics Program 54
T. Education-for-Work Linkage Project (Texas) 56

Analyses, Results, Conclusions, and Recommendations 57

Bibliography 67

Appendices

I Survey Instrument 73
# II Projects Responding To Survey 74
# III Projects Listed by Organizational Type 78
# IV Illinois Linkage Projects 81

INTRODUCTION

The 1978 Comprehensive Employment and Training Act (CETA) Amendments mandated a new program focus, "linkages between CETA and local education agencies (LEAs)." The current unemployment crisis demands increased communication, cooperation, and coordination between employment and education programs in order to build the bridge from school-to-work for those "most in need." However, schools and CETA have traditionally been separated by institutional, professional, and cultural differences. New program models have frequently relied to a great extent upon local initiatives without benefiting from the experience of others and, consequently, tend to lack a consistent, coordinated focus strategy regarding linkages. The critical unemployment problem, especially for economically disadvantaged youth, the potential benefits to be gained from CETA/Education linkages, the constriction of scarce education and employment program resources, and the lack of adequate information on successful programs induced TRUST, Inc. to undertake this program research and policy recommendations study in order to advise the state and its Department of Commerce and Community Affairs (DCCA) on increasingly effective use of its Title II 1% linkage funds. The TRUST study, CETA/Education Linkages: Case Studies and Recommendations, was funded by the Governor's Discretionary Fund under the policy initiatives of the Illinois Employment and Training Council (IETC) in its request for proposals (RFP) for fiscal year 1981 (FY '81).

TRUST, Inc., a not-for-profit policy agency, has actively studied employment and job creation issues through its privately-funded city-wide Jobs Study Committee and its DCCA-funded CETA/Jobs Creation Study. Its staff also has had considerable experience in public education. Most importantly, the philosophy and practice of TRUST is to provide specific, practical program and policy recommendations to aid the process replication of successful programs in Chicago and Illinois. The CETA/Education Linkage Study's goals reflect the same approach. TRUST feels that identification, evaluation, dissemination, and replication of successful project models are essential for the most effective use of increasingly scarce CETA resources. Program fragmentation, project isolation, and relative inexperience plague both education and CETA administrators and create a need for successful project information.

The TRUST study entailed a national literature search on the state of the art that identified linkage activities and model linkage programs. Further, TRUST's analysis of the literature, activities and models, resulted in specific recommendations for replication in Illinois of programs that have successfully coordinated the activities of prime sponsors, appropriate educational agencies and institutions at all levels, and community organizations skilled in conducting CETA programs.

In its first immersion stage, the TRUST staff, comprised of Dr. William E. Engbretson and Dr. Ronald F. Reter, conducted an Educational Resource Information Center (ERIC) search through the Chicago

Public Library for all literature items which were related to the study at hand. This resulted in an annotated bibliography of 42 items, of which 25 were applicable. A Survey Instrument (Appendix I) was developed and shared with the project monitor. This was in the form of a query to the state boards of education, state CETA offices, state boards of higher education, and state boards of junior/community colleges. The query was also sent to a number of recognized experts and Department of Labor (DOL) personnel. 220 inquiries were mailed out. During the following months, 53 responses were received nominating distinguished or outstanding or highly successful CETA/Education projects in the domain of the nominator.

The project staff developed a follow-up questionnaire inquiry to all of those that had been nominated and 107 of these questionnaires were sent out. The latter activity resulted in 40 actual program or project descriptions and all related materials being submitted to the office. These were read, analyzed, utilized where possible and necessary, and filed.

In addition, the literature search and current newsletters, pamphlets, etc., coming through the TRUST CETA project office were reviewed by project staff in order to identify outstanding programs that had already gained some sort of national repute in the literature.

Accordingly, a series of personal visits by project personnel to project sites in a variety of states were scheduled. While project sites identified were located in 36 separate states, the 11 month study with 1-1/2 professional personnel did not permit visitation to all sites recommended. Accordingly, project personnel visited sites in the Chicago area and Illinois, California, Nevada, Colorado, Michigan, Ohio, Pennsylvania, New York, New Jersey, Maryland, and Washington, D.C. Of approximately 26 project sites visited, project personnel have chosen to present brief case studies of 20 outstanding projects.

In addition, it became apparent very early in the immersion and study phase of the 11 month project that careful attention had to be given to broader networks of CETA/Education linkages than those existing in most local school districts. The National Governors' Association had embarked upon its CETA/Education Consortium and was conducting a series of regional meetings looking at state-based CETA/Education policy and program initiatives rather than concentrating on individual projects. The Center for Education and Work in Washington, D.C. has also sponsored for a number of years the work-education councils, two of which exist in Illinois, one in Peoria, and one in Chicago Heights. These kinds of efforts alerted project staff to take a careful look at state-wide models and efforts. Those efforts are reflected in the following chapters. They also heavily influenced the final recommendations.

The TRUST study then relied primarily, though not exclusively, on field case studies and literature research with active interaction and discussion with CETA and local education agency administrators as well as state officials. The review was not limited to current linkage programs, but also included models and suggestions for future linkage programs.

Careful coordination was maintained between the TRUST project personnel and representatives of DCCA, the Illinois Board of Higher Education (IBHE), the State Board of Education (SBE), and Eastern Illinois University. A technical advisory committee was established early in the project in the late fall of 1980 which included representatives of IBHE, SBE, DCCA, and Southern Illinois University. This technical advisory committee reviewed the project plans, offered specific advice, shared written and printed material, recommended research, and commented on unnecessary duplication in past or current study and research activities of which the technical advisory committee was aware. Following that initial meeting, written materials were received from four of the technical advisory committee members and telephonic interchange has taken place periodically.

Following the usual TRUST process, it was intended to activate a task force advisory committee to review the project's findings and share in discussion of the recommendations. The activation of that committee was scheduled for the end of June, 1981 with proposed meetings for July and August prior to submission of the final report to DCCA in September. That specific task force was not activated due to the early resignation of the project director and the termination of his services at the end of July, 1981.

The project has been regularly visited by the project monitor from Eastern Illinois University, quarterly narrative reports of progress have been submitted, verbal reports have been made regularly to the IETC Economic Development and Job Committee through the representation on that committee of the Project Director, and formal report was made to the IETC Youth Committee in late April, 1981.

The TRUST CETA/Education Linkage Study sought to evaluate forms of collaboration among employment, training, education, rehabilitation, and community institutions that are most effective in facilitiating the school-to-work transition. Project objectives included the following:

1. Identification and analysis of exemplary work/education linkage projects and the respective factors, conditions and processes affecting their success in order to determine their replicability in Illinois;

2. Assessment of successful linkages on a broader basis than merely a local project;

3. Development of project and program recommendations for CETA/LEA linkages at the local level; and

4. Development of policy and program recommendations for state level policy and program administrators.

The following chapters in this report detail successful statewide models, a series of brief case studies of successful projects, and a directory of the recommended exemplary programs. Recommendations are made for the utilization of the 1% Education Linkage funds by the IETC and the DCCA.

The timing of this study was significant and impacted heavily on the study's results. The 11 month project commenced on November 1, 1980. Shortly thereafter President Reagan was elected and the demise of CETA was forecast extensively throughout the land. Accordingly, when project staff visited CETA/Education linkage sites, a consistent and persistent attitude of "doom and gloom" was invariably apparent. A number of projects had been funded through public service employment (PSE) titles. The Reagan administration has already announced the death knell of PSE. Attitudes expressed were those of anger, chagrin, sorrow, anxiety and frustration. Project directors were scrambling to find potential additional or new resources in an environment where the local education agency or junior community college or college and university was itself facing budget constraints, restrictions and cutbacks. Consequently, the level of enthusiasm and commitment that was so evident in TRUST's prior studies of CETA/Jobs Creation was not evident in this study of CETA/Education linkages.

As of the time of writing the staff was informed by the DCCA that the CETA/Education Linkages funds available have been slashed in half.

Subsequently, the analysis of the factors and conditions and the recommendations to the state are comparatively fewer in number and more direct than the longer range kinds of policy and program recommendations made to the state in TRUST's prior study.

CONSTRAINTS, LIMITATIONS AND OPPORTUNITIES

The Illinois State Board of Education has defined linkage as

- Increasing communication and interaction between CETA and education programs and services;
- Sharing resources;
- Jointly working to solve mutual problems; and
- Jointly providing new or improved training programs and support services.

The broadness of this definition permits a degree of latitude in relations between CETA and education agencies. Robert Agranoff and Alex Pattakos of Northern Illinois University have concluded that agency linkages between autonomous systems involve a wide range of cooperative activities and vary in terms of the level of commitment to coordination effort, the level of autonomy from the parent system, activities in which coordination occurs, and other factors. Program linkages, however, "mean working toward a system with such components as systemwide needs identification, a governance structure, establishing working procedures between agencies and other necessary functions."1/

The complexity and delicacy of such a relationship has proven to be a severe constraint on effective coordination between the CETA and education systems. The most obvious site for a coordination has become a source of major contention. Vocational education and CETA in theory appear to be compatible and complementary. In practice, they are often hostile and suspicious. In its recent publication, CETA Vocational Education Coordination, the United States Conference of Mayors distilled the results of a number of research efforts on CETA and Vocational Education and the barriers to their coordination. Primary among these were a lack of communication and mutual lack of understanding of CETA and vocational programs, different funding cycles, philosophical differences, and turf protection. 2/

The National Association of State Boards of Education (NASBE) sponsored 3 state task forces to identify problems between CETA and vocational education. Studies were conducted in Louisiana, Maryland, and Minnesota. The Minnesota group specified a series of factors that inhibit coordination:

- Differences in philosophy, attitudes, information, and commitment toward coordination within the CETA and vocational education systems;
- Lack of consensus and poor communication between prime sponsors and local education agencies on issues such as eligible populations to be served, quality versus equity, and adequate performance criteria

to discourage selection participants from the programs, and

- Differences in geographic boundaries between the two systems and the resulting difficulties.

The Minnesota task force concluded that barriers arise from the lack of a joint planning process, the lack of an understanding of each other's systems, problems of implementation of linkages, funding difficulties, unclear training responsibilities, inconsistent interpretation of regulations and requirements and other difficulties. Indiana's Project Link concluded that these factors inevitably lead to communications blockages which are the most crucial "roadblocks" to linkage. 3/

Dr. Paul Sultan's study of barriers to linkage in Illinois focused attention on elements of value systems most resistant to coordination in 3 crucial areas: school administration, academic dimensions, and school board perspectives. 4/ Despite the severity of a number of the comments in his report, Sultan noted the list was offered in the context of improving linkages that were often seen as working "quite well". 5/ Sultan's optimism is shared by a number of other studies of CETA/Education linkages. The Conserva report suggests increased technical assistance and training at the local level to sustain coordination efforts already set in motion. Although the Middle Cities Education Association study stated that coordination between CETA and vocational education had improved substantially, as evidenced by increases in formal communication, collaboration on the formulation of state plans, and an increase in interlocking memberships on state level boards and councils, coordination at the local level was minimal. Federal level coordination was poor and negatively impacted the entire system. The Conference of Mayors study concluded "progress has been made in CETA/vocational education coordination". 6/

A study of Kentucky coordination by Carl Lamar and Devert Owens suggested barriers could be eased by more attention to the organizational structure. This could strengthen linkages through better communication, more appropriate in-service training, and increased dialogue. The process can be aided by more direction and guidance at the state and local levels in the form of explicit and clear policies, memorandums of agreement, and procedural guides. The National Association of State Boards of Education suggested that the task force approach to problems of coordination on a statewide basis can be a highly successful tactic and method to identify and resolve differences. 7/

One element of the Conference of Mayors study of CETA/vocational education discussed the problem of coordination for CETA/vocational education within each state department of education. Those who responded to this study suggested that the administration of 5% funds in their states benefited from:

- Effective coordination and communication among the agencies involved in the funding process - the Governor's Office, the prime sponsor, the local vocational education program and the relevant vocational education unit within the state education agency;

- Development of clear and precise nonfinancial agreements with prime sponsors within the state;
- Ability of CETA/vocational education coordination unit to provide technical assistance to prime sponsors;
- Staff size and time availability sufficient to permit CETA/vocational education personnel to work with each prime sponsor and each vocational institutions in the state;
- Effective local planning of CETA/vocational education linkages; and
- Mutual respect and trust demonstrated by CETA and vocational education personnel. 8/

The Conference of Mayors study included examples of state-level coordination of CETA and vocational education in Minnesota and California. Both states' departments of education developed flexible relationships with prime sponsors in coordinating CETA and regular vocational education programs.

In Minnesota program effectiveness was related to

- A tradition of quality education in the state and a willingness to provide funds to maintain that quality;
- A Special Programs Office of the Department of Education, which had been established before the enactment of CETA legislation and which was experienced in delivering services to CETA-type participants.
- Establishment of a separate unit devoted exclusively to the encouragement of CETA/vocational education agency linkages;
- Willingness of the Department of Education to allow prime sponsors to look outside the public school system for services to be supported with special grant funds; and
- Willingness of the Special Programs Office to provide assistance at no additional cost to prime sponsors that wanted to purchase training services with their own (prime sponsor) funds. 9/

California's Department of Education attributed the effectiveness of its programs to the following:

- The state's willingness to develop quality training programs, demonstrated not only by state legislation but also by the strong efforts of the Department's Manpower Education Section;

- The development and dissemination of policies and procedures for using special grant funds before those funds were allocated;

- Development of a planning structure that encompassed the state CETA office, the Manpower Education Section, the community college system, and the Vocational Education Commission;

- As in Minnesota, the willingness of the Department to allow prime sponsors to use special grant funds for programs outside the public vocational education system; and

- The cooperative relationship established between the Manpower Education Section and prime sponsors, reflected by participation of MES members on CETA advisory boards and screening committees. 10/

Conserva, Inc., a research organization in North Carolina, further investigated successful coordination efforts. In its analysis of 111 "exemplary" Youth Employment and Demonstration Act of 1977 (YEDPA) programs, Conserva researchers summarized coordination mechanisms into 6 functional areas. Standards or criteria for successful performance are restated below.

I. Administrative Affairs

- Coordination of both planning and evaluation activities to ensure the most effective utilization of resources to meet needs of participants;

- Well-defined policies to guide coordination efforts;

- Technical assistance to facilitate coordination;

- Efforts to ensure that vocational education programs are responsive to the special needs of participants; and

- Both the use of funds and the activities of administrators contribute to coordination efforts.

II. Outreach, Assessment, Counseling and Supportive Services

- Outreach activities of vocational education services that identify disadvantaged youth most likely to have difficulties in making the transition from school to work and to benefit from available programs;

- Intake procedures of vocational education that make decisions about participants for programs based upon a systematic, complete diagnosis of their needs;

- Ongoing activities of vocational programs, such as, individual assessment, counseling guidance, and provision to participants of current and reliable information on the labor market; and

- Opportunities to receive a full range of supportive services provided by other community and public agencies.

III. Non-Skills-Oriented Training

- Participants who lack the ability to complete training or to obtain jobs receive remedial education;

- Participants receive occupational orientation to equip them for the world of work, both before and after vocational skills training; and

- Pre-vocational programs designed to meet the special needs of eligible youth.

IV. Institutional Occupational Skills Training

- Vocational education programs flexible enough to ensure that they adapt to the various needs of participants;

- Curriculum emphasis on occupational survival skills for participants; and

- Evaluation of participants in terms of their occupational skills through formalized procedures. Results of the evaluation before the students enter the program are used to tailor the program to individual strengths and weaknesses.

V. Work Experience and On-the-Job Training

- Participants have the opportunity to participate in meaningful work experience programs, based upon their educational and career goals;

- The student may earn academic credit for work experience; and

- The opportunity for well-supervised on-the-job training is integral to vocational education programs.

VI. Placement

- Vocational education service provides direct placement to eligible participants. Follow-up services attempt to encourage improved work relationships between employers and youth;

- Vocational education professionals are involved in job development efforts in order to obtain unsubsidized employment opportunities for participants; they also work with employers who are providing jobs for youth by assisting in job restructuring activities and development of new jobs; and

- Vocational education programs assess community needs to identify potential employment opportunities, seek to create job opportunities through cooperation with industry, provide management assistance to small businesses in the hope of expanding job opportunities, and orient programs to development of entrepreneurial skills. 11/

The Minnesota Task Force developed a guide/planner which is highly useful. The guide recognizes the usual sources of barriers to coordination and seeks to avoid them through a carefully considered series of questions and steps. Planning Together: A Guide for CETA and Education Program Planners begins with a "planning prelude" that suggests that planners help themselves by being introspective at all stages of the project. Questions about identity and purpose are especially important. Among these are

- Who are we? (establishment of identities, setting mutual acquaintanceship, noting talents and duties);
- Who needs our help? (finding target groups);
- How can we help them? (devising service strategies);
- What will we get out of it? (recognizing internal, secondary benefits);
- What do we already have? (materials, clients, and programs);
- What do we need additionally to serve our participants? (data and resources, the search for funds);
- How can we set this up? (designing a project or a basic ongoing relationship, drafting a linkage agreement); and
- How will we define success? (recording and evaluation)

Planning Together contains a discussion of the nature of cooperation, the time involved in joint planning, the identification of target groups, approaches to devising service strategies, budgeting considerations, discussion techniques for planners, the requirements for information, the process of synergizing, and the benefits of coordination. Included are suggestions that may be helpful to practitioners involved in the planning process:

- Both the educator and the CETA specialist should perceive their cooperative projects as bridging the gaps between their traditional service areas;

- Cooperation entails a certain amount of centralized guidance to ensure that all facets have the undivided attention of at least one person;

- Keep the following key phases of planning and administering the organization of a project: 1) "Ignition" is the initial stage of preliminary brainstorming, targeting and original research; 2) the nuts and bolts phase contains the structuring of project details, such as academic credit, additional funding, learning space, and transportation agreements; 3) ongoing planning includes field trips, monitoring, and monthly or quarterly reports, based on continual recordkeeping; and 4) follow-up planning includes final reports and evaluation;

- Careful research by both CETA and education staff on target groups can foresee problems and circumvent potential hangups over budgeting, resource allocation, participant eligibility, subcontracted services, and other activities. Use background sources such as Department of Labor statistics, national and state educational resource reports, statewide economic bulletins, and state, county, district, and city demographic and census data;

- After assessing the needs of your target groups, dream! What do students/participants need to help them become successfully functioning workers? What are their immediate needs? Can an agency meet those needs? How? Can a counterpart agency meet those needs? How? Future programs are limited only by collective imaginations; and

- Don't try to overload the capacities of systems. There are two kinds of capacities: planning capacity consists of available partners, data, and time in the planning phase, and operational capacity includes the resources needed for operation of the program. Those who have already run successful CETA/LEA programs have found that they must first know what they have and what they can do. They survey their capacities well, and their programs are run efficiently and capably as a result.

Planning Together is not a detailed technical assistance guide but an introduction to linkages for those unfamiliar with the process, and a thoughtful checklist for practitioners already involved in coordinated efforts. Most readers will also want to consult the appendix, which contains samples of forms, worksheets, and agreements. Indiana's Project Link also provides a handy, amusing, useful approach in its "how-to" publications. 12/

The Conference of Mayors' study of CETA and vocational education also addressed the issue of planning. Prime sponsors responding to the study believed close working relationships and open channels of communication were essential for comprehensive and effective planning. Other crucial planning elements were

- Joint determination of goals;
- Clearly defined tasks;
- On-going monitoring and evaluation of programs;
- Planning based on current labor market information and on vocational education analyses of skills shortages and training needs;
- Private sector involvement in vocational education programs;
- Joint placement and participant follow-up activities; and
- Joint review of proposals for training programs. 13/

Carl Lamar and Devert Owens in their final report on CETA/vocational education in Kentucky related many of the weaknesses in the coordination to the planning process. Lamar and Owens, just as the Minnesota Task Force, believe many of the alleged barriers to linkages can be eliminated through thoughtful and thorough planning. Lamar and Owens provided an outline of activities that led to successful coordination. The outline is as follows:

I. Rationale

Explore why coordination between CETA and vocational education should occur with such questions as, what should this action accomplish? What are the role and functions of each agency that needs to interact in the planning process and implementation of the plan? How much incentive for coordinated planning is due to the legislative and governance element provided by the federal government? Attention should be given to the philosophical positions of the two agencies and to the benefits that should accrue to CETA clients served.

II. Establish Goals

What long-range outcomes are anticipated from this coordinated effort?

III. Identify Opportunities and Assess Needs

What opportunities for enhanced services to the economically disadvantaged, unemployed and underemployed population should be provided through coordination? What are the basic needs of the economically disadvantaged that should be addressed in this plan?

IV. Determine Capacities and Constraints

Make clear what each agency brings to a coordinated effort and make clear the limitations of each agency in the coordination effort. What are their constraints?

V. Specify Measurable Objectives

Formulate specific measurable objectives for each goal that has been established.

VI. Set Priorities

Determine the relative importance of your objectives.

VII. Generate Alternatives

Alternative solutions to problems should be identified.

VIII. Analyze Alternatives

Analyze the different alternatives in order to determine which will move the project closer to its goals and objectives.

IX. Select a Course of Action

Select a course of action that will yield the desired results with the most economical use of the available resources.

X. Identify the Resource Requirements

The analysis of alternatives should reveal the resources needed for each alternative. When a given alternative has been selected, determine which agency shall be expected to provide the resources called for in the course of action selected.

XI. Prepare Implementation Considerations

This step should be based on the alternative selected and the resource requirements that are to be met by the two agencies involved.

XII. Formulate an Evaluation Plan

Both a formative and summative evaluation procedure should be developed and implemented. Formative evaluation pertains to the ongoing process of carrying out the coordination course of action. Summative evaluation pertains to the outcomes secured as a result of the coordination effort.

XIII. Design a Feedback and Updating Mechanism

A feedback and updating mechanism is essential to ensure that the plan of action is being implemented satisfactorily. It is also essential in making effective use of the findings of the formative and summative evaluations in striving to improve all aspects of the program.

Based upon identification of concerns and barriers to coordination expressed by respondents, the authors developed 54 separate recommendations for strengthening coordination in Kentucky. These recommendations stress the need for careful and clear articulation of coordination arrangements, frequent and open communication between CETA and vocational education staff, development of information needed to effect goals, and close coordination of activities. The structural solutions presented in the report merit repeating here:

- CETA and vocational education units that are expected to coordinate resources in planning and implementing CETA programs should be required to formulate memorandums of agreement that describe the responsibilities of each in detail.
- CETA and vocational education staff should develop a procedures guide containing clear and concise directions for planning, developing, and implementing joint programs and related supportive services.
- Coordinators should develop an operational handbook on CETA/vocational education coordination procedures.
- Regularly scheduled in-service training workshops should be prepared and conducted for CETA/vocational education staff to give them a better understanding of the other's program and how their programs relate to each other.
- Cross-representation of CETA and vocational educational personnel on the planning and advisory councils of the two agencies should be established and maintained.
- Regular conference dates and times of meetings should be set to ensure systematic consultation between program operators and their advisors in the CETA/vocational education programs.

Recommendations of the report also attempt to address the major causes of impediments to coordination between the CETA and vocational education systems. Specific suggestions for dealing with these problems are the following:

- Those selected to serve on advisory boards for CETA and vocational education should be thoroughly briefed on the purpose, goals, and objectives of the two programs regarding manpower training for the disadvantaged, and they should be given the opportunity to receive continuing inservice training.
- CETA personnel and area development district planners should receive appropriate inservice training regarding vocational education in order to enhance their understanding of its purposes, goals, and objectives.

The report emphasizes that CETA should intensively involve vocational education personnel for consultation, advice, and specialized supporting services in the area of student selection and referral, program planning, student counseling, and program evaluation. Lamar and Owens also stress the need for adequate information as a basis for coordination activities, including a comprehensive needs assessment developed annually by vocational education and CETA for each prime sponsor area and for the state as a whole. 14/

The report of the Illinois State Board of Higher Education studied how linkages function in a project entitled "Determinants of Interorganizational Linkage: A Study of Illinois Community Colleges and CETA". The study identified three factors that were essential determinants of linkages.

The first of these factors is domain consensus or recognition of the compatibility of each institution's mission. The study indicates two areas where mission compatibility fosters linkages:

- Community colleges' mission is sufficiently broad to induce certificated occupational programs and college transfer curriculum; and
- Open door admission does not require prior testing or high school diploma. There may be a need for proficiency in math and science, however, for participants to meet with success.

The second factor that contributes to a strong foundation is an awareness of the other party. Such awareness includes:

- Understanding each institution's philosophy, organizational structure, eligibility requirements, internal rules and regulations, resources, programs and personnel;

- Exchanges between all relevant participants and not simply between top administrators; and

- Sufficient information at all appropriate levels to allow for choices about the desired level of coordination.

The third primary factor is the recognition of resource/program benefits to be derived from interaction, which requires an understanding of:

- The principle of mutual benefit or self interest; and

- The fact that benefits can include philosophic goals, financial incentives, filling student slots, spending subcontractor funds, meeting client needs, and fulfilling community or government expectations.

Based upon these factors, the study recommends the following specific activities for strengthening linkages:

- Identify and assign a contact person in a community college and in CETA with responsibility for coordinating CETA activities within both systems;

- Conduct joint orientation meetings which include all staff involved in linkage activity;

- Prepare a flow chart or systems design to illustrate the movement of CETA clients through CETA and the community college system;

- Issue an institutional statement of philosophy, which indicates a college's commitment to serve all the needs of the community and specifically those of CETA participants. The report suggests that such a statement is particularly appropriate when a new president is appointed or if there has been some organizational change;

- Provide reciprocal membership on councils and committees; though community colleges are represented on some CETA committees, the report indicates a need for CETA staff to participate on those committees that do labor market needs analyses, advisory or committees existing in community colleges. Such joint participation can provide substantive contributions from CETA staff and an indication of professional acceptance and equal status;

- Gather, develop, and share labor market information. The report recognizes the need to generate local labor market information to meet human resource planning needs. It suggests that it would be more efficient and cost effective for CETA and community colleges to undertake a single joint effort with Chambers of Commerce, and/or industrial associations to develop local labor market information;

- Establish formal periodic joint planning sessions rather than a single project or crises situation. Annual or semi-annual planning meetings should be scheduled early in both planning cycles and should focus on allocation of resources, future goals and objectives, and common concerns. This will not only enhance jointly developed programs but also highlight potential areas of coordination and cooperation;
- Establish internal communication channels for CETA-related activities including the identification of individuals involved in CETA activities and an internal communications system for disseminating information in a timely manner. Such a mechanism will allow for cooperation in staff training and the search for new funding sources; and
- Exchange relevant staff meeting minutes to help keep both community colleges and CETA informed on program direction and new developments. Since minutes are already being kept, this was not perceived as an overly burdensome task. 15/

Ideas for Action in Education and Work, the state-wide coordination organ for Oregon, prepared a special issue on "Removing Barriers to CETA/ Education Collaboration: Guidelines and Recommendations". Among these was a handy set of suggestions for getting collaboration efforts started and expanding existing collaboration efforts.

Getting Started

- Many perceived barriers to initiating collaboration are based on inter-agency misperceptions; start-up efforts should include strategies for allowing staff who will be working together to clear up misperceptions they may have of one another;
- Involvement of staff from all collaborating agencies should be sought at the earliest stages of planning for collaboration;
- Identification of a key contact or liaison person accessible both to school and CETA staff seems indispensible to getting new programs off on the right foot;
- New programs should consider establishing advisory boards and/or councils which solicit broad-based input into planning and policymaking for the program;
- Staff of collaborating agencies should have the opportunity to develop a common understanding of the program's goals and purposes from the outset;

- Agreements among collaborating agencies (schools and prime sponsors) should be clearly spelled out and neatly presented, and attention should be given to designation of the proper signatories to the agreement;
- Planning for collaboration should build from a consideration of what each agency does best;
- Youth planners and coordinators who work within the employment and training system should become thoroughly familiar with the public school system they are planning to work with; they should know whom to contact, who the "gatekeeper" in the school building is; and they should be willing to go the extra mile in initiating contact with the schools; and
- The school principal should recognize, legitimize and support the presence of CETA staff in the schools in counseling and other roles; without such support, the prospects for effective programs are diminished.

Enhancing Existing Collaboration

- Collaboration is not a static phenomenon; it is an evolving one and such mechanisms as educational linkage monies and governor's grants should, where possible, be used to support collaborative efforts as they develop over time;
- Academic teachers should receive training and support needed to contribute to the task of providing employability skills to young people;
- Staff from prime sponsors, program operators and public schools should have increased access to programs, materials and staff that have made headway in providing employability development collaboratively;
- Processes for monitoring existing efforts and planning for their enhancement should be part of all collaborative efforts; and
- The full range of resources of the educational system, including such structures as regional service agencies (such as Educational Service Districts), should be assessed for their potential role in collaborative programs. 16/

FOOTNOTES

1. Robert Agranoff and Alex Pattakos, "Dimensions of Services Integration: Science Delivery, Program Linkages, Policy Management, Organizational Structure, " Human Services Monograph Series, No. 13, April, 1979 (DeKalb, IL: Center for Governmental Studies, Project SHARE, Northern Illinois University, 1979).

2. United States Conference of Mayors, CETA Vocational Education Coordination: Highlights of Selected Studies, (Washington, D.C.: U. S. Conference of Mayors, 1981).

3. National Association of State Boards of Education, CETA-Education Collaboration in Three States, Vol. I (Washington, D.C.: National Association of State Boards of Education, August, 1979); Minnesota CETA-Education Task Force, Planning Together: A Guide for CETA and Education Program Planners, (St. Paul, MN: Minnesota CETA-Education Task Force, August, 1979): and Project Link, (Crawfordsville, Ind.: New Educational Directions, Inc. in conjunction with the Indiana Office of Occupational Development, 1980).

4. Paul Sultan, CETA Linkages in Illinois, 5 volumes (Edwardsville, IL: Southern Illinois University, September 12, 1979).

5. Sultan, "Executive Summary," p. 24.

6. United State Conference of Mayors, CETA-Vocational Education Coordination: A Status Report (Washington, D.C.: U.S. Conference of Mayors, November, 1979); see also Sally M. Brower, Mechanisms for Vocational Education-CETA Coordination: A State of the Art Report, Volume II, (Raleigh, NC: Conserva, Inc., January, 1980),page 61; Middle Cities Education Association, C. Robert Muth, Director, A Project to Describe and Evaluate the Impact of the 1976 VEAs Upon CETA-Post-Secondary Vocational Programs and Organizational Linkages with Emphasis on the Utilization of CETA Title I 5% Monies(Lansing, MI: Middle Cities Education Association, March, 1979),pp. 165-171; and United States Conference of Mayors, CETA Vocational Education Coordination Highlights of Selected Studies (Washington, D.C.: U. S. Conference of Mayors, January, 1981),p. 9.

7. Carl F. Lamar and Devert J. Owens, A Study of CETA/Vocational Education Coordination, Cooperation and Collaboration in Kentucky. (Lexington, KY: University of Kentucky, Department of Vocational Education, June, 1980) pp. viii-ix; and U. S. Conference of Mayors, CETA Vocational Education Coordination, p. 11.

8. U. S. Conference of Mayors, CETA-Vocational Education Coordination: A Status Report, p. 36; and U. S. Conference of Mayors, CETA-Vocational Education Coordination Highlights, p. 13.

9. *CETA-Vocational Education Coordination*, pp. 45-46; and *Highlights*, p. 15.

10. *CETA-Vocational Education Coordination*, p. 49; and *Highlights*, pp. 15-16.

11. Sally M. Brower, *Mechanisms for Vocational Education-CETA Coordination: A State of the Art Report*, Vo. II, Appendix, and *Highlights*, pp. 18-20.

12. Minnesota CETA-Education Task Force, *Planning Together*, pp. 1-10; and *Project Link*.

13. United States Conference of Mayors, *CETA-Vocational Education Coordination*, pp. 9-20; and *Highlights*, pp. 26-28.

14. Lamar and Owens, *A Study of CETA/Vocational Education Coordination, and Collaboration in Kentucky*, pp. 225-226; and *Highlights*, pp. 29-32.

15. Illinois Board of Higher Education, *CETA/Postsecondary Education Linkage Project. Final Report*. October 1, 1, 1979 - September 30, 1980 (Springfield, IL: Illinois Board of Higher Education, 1980), pp. 20-22.

16. *Ideas for Action in Education and Work*, (Portland, Oregon: Northwest Regional Educational Laboratory),Issue 1, March, 1981, pp. 2-3.

MODELS OF COORDINATION

A major factor influencing the nature of coordination is the organization of agencies. Prime sponsors may contract, operate programs themselves, or they may engage in some combination of the two. Likewise, the role of vocational education in coordination with prime sponsors is influenced by its structure and position. This is particularly noticeable in discussion of 1% funds of Title II of CETA available to governors. There are two main purposes for these funds. The first is to encourage coordination and establish linkages between prime sponsors and appropriate educational agencies and institutions, and the second is to provide services for eligible participants. This dicotomy permeates much of what is written about CETA/vocational education coordination, particularly as it applies to administrative mechanisms which coordinate the activities of participating agencies.

The dicotomy between administrative activities and service delivery activities becomes a useful conceptualization of CETA/vocational education coordination. In this definition, administration and service delivery are the two basic components of a program. Coordination may occur in either or both components constituting three models: service delivery, administrative, and full program coordination.

Service Delivery Model

The term service delivery model implies a limited partnership. There are two basic variations of this form:

- Vocational education contracts with the prime sponsor to deliver specified services to enrollees.
- Another agency is party to an agreement with the prime sponsor, but vocational education services, facilities, or instructors are used to deliver services.

When vocational education is a subcontractor, it becomes one of many service deliverers competing for CETA funds. In the latter variation, the subcontractor may be a local educational agency or state board of education. A community-based organization may administer the program and simply purchase services from vocational education.

The services provided include the whole gamut from outreach to placement. Vocational education counselors identify youth in need of services and assess CETA clients. Vocational education resource centers provide guidance, counseling and labor market information. Clients enroll in prevocational or skills training programs and work-study or cooperative programs linking CETA work experience with education. Vocational education provides school-based employment in school-operated businesses and vocational education centers and shops.

The service delivery model covers a wide continuum, ranging from mere accommodation to intensive collaboration. For example, in one state, vocational education facilities are available after hours for CETA clients, but all funding, program staff, and services are funded by CETA. In another locality, vocational education and the prime sponsor may jointly staff a program and share direct responsibility and accountability for the ultimate outcome and placement of the client.

Administrative Model

In the administrative model, vocational education typically is a party to an agreement with the prime sponsor. Vocational education might be responsible for program administration, the processing of necessary reports, and handling of fiscal affairs; however, the actual operation of the program would be through program staff. Program staff are hired through CETA funds specifically to operate the program and are tied to the funding cycle of that program. They have no formal and continuing organizational ties either to CETA or to vocational education. An example of such an administrative model would be a state vocational education agency which serves as the administrator of YETP programs for the balance-of-state prime sponsor. The vocational education agency, as a party to an agreement with the balance-of-state prime sponsor, might negotiate subcontracts with LEAs for local programs and channel funds. At the local level a vocational-technical school district or an area vocational school might be a party to an agreement with the prime sponsor and function in an administrative capacity. The program staff, however, would not have formal ties to the vocational education establishment. The clients of such a program would not necessarily receive the full range of services available through vocational education.

In terms of intergovernmental regulations, vocational education functions as a resource and program manager. Resource management would include information and fiscal management. Program management would create concrete programs. If all funds flow from the prime sponsor he would control policy management and, therefore, exercise greater influence on the formulation of needs and goals.

At a more sophisticated level, the administrative model sometimes includes a detailed effort at coordinative planning by the prime sponsor and vocational education. This entails numerous meetings, continuous joint contact to plan a program, and possibly an integrated package of funding combining CETA and vocational education resources to carry out a program. Mechanisms such as a waiver of regulations are sometimes a component of an administrative model. Administrative mechanisms occasionally entail joint efforts at delivering technical assistance, training to program staff, and evaluation of programs.

Typically an agency submits a RFP to a prime sponsor, and when granted funds, becomes the administrator of the program. The agency's structure can influence the character of the coordinative process. A very active prime sponsor may become heavily involved in the planning stages. In other instances, coordinated planning means that vocational education plans the services and the prime sponsor informs the agency whether such plans will conform with federal regulations.

The information sharing which occurs in the administrative model is generally informal. Ideally vocational education and CETA prime sponsors develop some systematized information-sharing capacity, including the linking of the Vocational Education Data System with the prime sponsor data system. The administrative model can enhance the flexibility for serving participants, such as, utilization of staff with non-traditional credentials or operation of vocational facilities beyond regular school hours. In addition, shared administrative responsibilities may include planning, evaluation, and management of program funds.

Full Program Coordination Model

The full program coordination model is a balanced partnership in which vocational education and the prime sponsor jointly plan for the coordination use of their resources. Both agencies are actively involved at the administrative as well as service delivery levels.

Baltimore, Maryland has the best full program coordination model. Local vocational education advisory councils, the school system, and the prime sponsor jointly assess vocations which need graduates. Resources are jointly used, including facilities and funds. At the service delivery level, both education and the prime sponsor contribute staff for an alternative school.

Roles for Other Actors

The three models presented are founded on the relationship between prime sponsors and vocational education. It is useful to note some emerging coordinative relationships.

Postsecondary Institutions

Postsecondary institutions are largely in the service delivery model and have been the major provider of services to out-of-school youth. Technical institutions and community colleges have been viable forces in serving dropouts and other youth. Postsecondary institutions are accustomed to offering GED preparation, and as a result of serving adults, also have an array of individualized instructional techniques available for necessary remediation in basic skills.

State Educational Agencies

The participation of state educational agencies is most often apparent in the administrative model where the state agency plays a role as facilitator, clearinghouse, and provider of in-service training. Title IV's emphasis on coordination with local education agencies bypasses a role for state educational agencies although they have served in a coordinative capacity on several fronts, such as, providing in-service training workshops for local program staff and technical assistance in the development of programs.

As the logical partner for the balance-of-state prime sponsor they can assist in negotiating agreements or subcontracts with local educational agencies throughout the state and in the development of statewide guidelines for the awarding of academic credit.

CETA State Supervisors

CETA State Supervisors who had a large coordination role under MDTA are active in the administrative model. Currently, they coordinate the 6% vocational education set-asides under Title II and are expanding Title IV activities. Their location in vocational education and with established contacts with prime sponsors enable them to provide direction for the formulation of coordinate programs. CETA state supervisors are knowledgeable of linkage activites and can function as adaptive units within the formal vocational education structure. They can facilitate communications between vocational education and the prime sponsor, establish a clearinghouse for the dissemination of needed information, and assist in the planning and development of coordinated programs under Title IV.

Summary

The three models of coordination are shorthand ways of describing the great diversity that CETA/vocational coordination has taken at the local level. Responses varied from mere compliance with the letter of the law to aggressive and joint attempts to tear down turf and build a continuing transition vehicle for disadvantaged youth. Title IV funds were sometimes used as a catalyst to build a comprehensive and continuing program of services for youth.

The variety of initiatives and innovations changes from state to state. Among exemplary programs are the following:

Indiana

In 1979, then-Governor Otis Bowen established the Governor's Committee on Youth Employment, comprised of leaders in business, education and labor. The Committee is continuing its work under Governor Orr (R) and has recently released its preliminary report. Finding that "15-20% of the state's population aged 16-25 have a significant risk of experiencing a lifetime of chronic unemployment or marginal employment," the Committee recommended that local committees of leaders in business, education, government, and other institutions, be formed to examine local problems and develop action plans to solve them.

The local committees have the reponsibility for reviewing the status of local economic development efforts, particularly with respect to the number and location of entry-level jobs; employment commuting patterns in terms of costs and access to employment opportunities; the experience of local youth in making the school-to-work transition; the scope and effectiveness of school-to-work transition programs; the experience of local employers in meeting affirmative action objectives, and the incidence of racial and sexual discrimination in employment; and the experience of local law enforcement and welfare agencies with unemployed youth.

Out of this analysis will come suggestions for necessary courses of action. The Committee believes that solutions to the problem will be found primarily at the local level, but that state governments and the federal government, through changes in legislation and regulations, can provide support for local efforts.

Indiana is building upon its nationally recognized link between the State Board of Vocational and Technical Education and the Indiana Office of Occupational Development. Wendell Walls, Executive Director of IOOD, noted "in Indiana CETA funds are used to train people for employment. By my definition, that is vocational education."

Oregon

The state of Oregon is currently pilot testing aspects of a plan prepared jointly by the Department of Education and the Employment Division. Officially titled the "Youth Education and Employment Plan"(YEEP), it is more commonly known as the "Druthers Plan," since it outlines the actions which both departments would like to take to improve the school-to-work transition, if they had their "druthers." The plan specifies 5 areas of emphasis for the public school system:

1. Assurance of acceptable performance levels for all students in the basic skills;
2. Incorporation of economic and work concepts into existing school subjects;
3. Improvement of school guidance programs by including more career guidance;
4. Increased involvement of business, industry, and labor to allow students to explore areas of occupational interest; and
5. Provision of quality work experience to the extent of need in each school district, including cooperative work experience.

In employment, the plan calls for the establishment of planning centers which would provide for comprehensive assessment and then referral to needed educational services or employment opportunities. It is this part of the Druthers Plan that is being pilot tested.

Impetus for development of the plan grew out of the work last year of the State Senate's Interim Task Force on Youth Unemployment. In addition to the Druthers Plan, the work of the Task Force also resulted in the introduction of two pieces of legislation. One bill specifies that the purpose of education in secondary schools is to enable students ". . .to prepare for employment." The second bill would authorize a program of loans for students in apprenticeship or training programs.

South Carolina

The CETA Division of the Office of Governor Richard Riley (D) recently organized a "Statewide Youth Initiatives Conference" for all youth program operators in the state. Over 150 people participated in the conference which was designed to help launch a comprehensive examination of the service delivery system and ways to improve it.

Participants were assigned to small work groups where they catalogued the obstacles which impeded their efforts to coordinate services. The work groups also developed recommendations on how to design the delivery system so that resources could be used in a complimentary fashion and services improved.

Participants agreed that a pervasive problem is the current practice of funding rather self-contained projects. This causes program operators to recruit their own participants with insufficient attention to their actual needs and creates a disincentive to providing a continuum of service. Participants discussed the idea of centralized assessment with referral to the appropriate agency for services as a way to eliminate competition and "turfism" among agencies and to ensure appropriate services for each youth.

South Carolina has been chosen as one of the 11 sites for the CETA/Education Demonstration Project, the purpose of which is to ". . .allow prime sponsors and participating education agencies to develop the planning process, begin implementing the program features, and build the institutional relationships that will make more effective use of labor and education funds targeted on disadvantaged middle and secondary youth."

Colorado

In Colorado, a number of state agencies have joined together in adopting a joint policy for youth, and establishing a Youth Policy Council at the cabinet level. The Council is comprised of the executive directors of the Department of Social Services; the Department of Institutions, which includes the state agencies dealing with mental health programs, youth offenders, and the developmentally disabled; the Department of Education; the Board of Occupational Education; and the State Department of Labor.

In developing the youth policy statement various shortcomings in the then-existing system were identified, ranging from inadequate occupational information for all youth to inadequate support systems for high risk youth. The Youth Policy Council has been established to deal with these inadequacies and gaps; its job is to decide which agency is responsible for what services and to see to it that the designated agency gets the resources from its sister agencies to do the job. When a particular function is assigned to a particular agency at the state level, that agency has the responsibility to get its local counterpart on board. Youth Policy Council is a structure for decision making to rationalize the service delivery system.

The main focus of the Council's efforts is to improve the transition into unsubsidized employment for high school age students and dropouts. The agencies which form the Council have each adopted this goal as their highest priority.

The impetus for formation of the Youth Policy Council came from the Governor's CETA Youth Council. As the system is now designed, the Youth Council makes recommendations to the Youth Policy Council regarding which activities should be going on at the local level, and then reviews the operation of approved projects.

So far, four of the local prime sponsors in Colorado are involved in at least some of the components of this system, and negotiations underway to involve the other six. Meanwhile, the state agencies are meeting to develop work plans for the implementation of this new decision making and service delivery structure.

Delaware

Governor Pierre ("Pete") du Pont (R) of Delaware announced the creation of a new national effort to help graduating seniors obtain jobs in the private sector. "Jobs for America's Graduates" is modeled on the program, "Jobs for Delaware Graduates," and will be operating initially in sites in Arizona, Memphis, and Greater Boston. It was the success of the "Jobs for Delaware Graduates" program, with an 85% placement rate in 1980, which sparked the interest of these other states and led to the formation of the new non-profit corporation to replicate the model.

One of the key elements of the "Jobs for Delaware Graduates" model is its administration by a non-profit corporation with a Board of Directors consisting of key leaders in business, government, education, labor and the community to be served. It is this involvement of business and community leaders which appears to be important to the program's success. The program itself is open to all high school seniors, regardless of their economic background, who may face a high risk of unemployment; it involves placing counselors in schools to work with a specified number of students, to prepare them for employers' stated needs and link them with jobs. The staff is also responsible for nine months of follow-up to help graduates retain employment and advance up the job ladder. The program also involves the young persons in a vocational youth organization which generates enthusiasm, provides peer support, and provides opportunities for participation and leadership for youths who are not likely to have been involved in the traditional high school student organizations.

A number of innovations concerning youth, employment and linkages exist in other states, among which are the following:

Ohio

The Ohio Career Information System (O.C.I.S.) is a computerized system to locate Ohio labor market information, including data on employment outlook, wages and salaries, and the number of expected job openings in over 300 occupational areas through an easy search process. O.C.I.S. occupational descriptions give facts on the duties and tasks of an occupation, educational requirements, avenues for advancement, related occupations, and an explanation of employment opportunities.

In addition to the information on careers that represent the majority of the Ohio labor force, O.C.I.S. also provides immediate access to up-to-date national and state information concerning

875 National occupations
105 Armed services occupations
1598 Two year colleges
1753 Four year colleges
279 Ohio proprietary schools
120 Health Career Training sites
Regionalized Economic Data

200 Ohio adult education programs
56 Ohio vocational schools
1537 Graduate school programs
427 National financial aids
70 State financial aids
World of Work information
Career resource information

At a computer terminal, which is conveniently located in the school, library, or agency office, the O.C.I.S. user is able to input information on his or her abilities, skills and interests. The user then receives an immediate response in the form of a computer printout which provides the occupational or training information compatible with his or her interests. The user and the counselor then have a base from which they can develop an individualized guidance plan.

Each O.C.I.S. user pays a nominal fee for the services which include access to all the information files, training for the staff, printed materials (manuals, operating guides, posters, etc.) and any necessary technical assistance.

O.C.I.S. is governed by a policy making board made up of representatives of the Ohio Department of Education, the Ohio Board of Regents, the Ohio Rehabilitation Services Commission, the Ohio Bureau of Employment Services, and leaders in the vocational education and labor market information fields.

Pennsylvania

In recognition of the diversity and complexity of manpower training programs throughout the state and vocational education's need to define its role, the Pennsylvania Advisory Council on Vocational Education (PACVE) sponsored PROJECT ASSIST under a grant from the Pennsylvania Department of Education. The basic intent of PROJECT ASSIST was to serve as a catalyst to foster cooperation between vocational education and CETA prime sponsors, private industry councils, or other organizations involved with manpower development programs. It worked closely with the local advisory councils and directors of vocational-technical schools to explore ways through which vocational education can expand its delivery system to provide educational opportunities for non-traditional students enrolled in CETA and other training programs.

The project was designed to accomplish the following objectives:

1. Collect and make available information to assist local advisory councils and vocational educators in helping them to plan programs involving training agencies outside of vocational education through its Information Dissemination and Research Center;

2. Provide technical assistance to local advisory councils and vocational educators through the Field Coordination Unit whose function is to facilitate arrangements between vocational education and other manpower training organizations;

3. Expand a network of Adult Performance Level Competency-Based High School Diploma Programs through vocational-technical schools working in conjunction with comprehensive school districts and CETA; and

4. Represent PACVE at meetings and in organizations that are devoted to creating linkages between vocational education and alternative training programs offered through CETA, PICs, OICs, organized labor and industry.

Minnesota

Minnesota has been extremely active in developing materials for use in CETA/Education linkage. The National Association of State Boards of Education sponsored the Minnesota CETA/Education Task Force which in turn developed Planning Together: A Guide for CETA and Education Program Planners. Planning Together has proved to be one of the best documents of its kind. It is a lucid, step-by-step approach to the problem of planning and cooperation and how to avoid problems by taking into account their causes. In reference to CETA and educational institutions this is primarily due to stereotyping, misunderstanding, and lack of communication. Planning Together provides a handy, understandable blueprint to build the mechanism necessary for coordination.

The Youth Employment Education Unit of the Division of Special Services of the Minnesota Department of Education continued this emphasis in its own publication. Partners, CETA, Education, Youth addresses the needs and aspirations of youth and the method available to educational institutions to meet and expand upon these issues.

Michigan

The Michigan Department of Labor and the Michigan Department of Education agreed to combine funds from their 1% and 6% funds to jointly sponsor the Michigan Interagency Collaborative Initiative. The primary purpose of this initiative is to develop, maintain and support collaborative networks within local communities among educational agencies and institutions, CETA prime sponsors, service organizations and the private sector which lead to the maximum utilization of community resources to enhance the transition of youth and adults into the world of work.

Resources have been made available to establish local networks through an Interagency Collaborative Body (ICB) structure for the purpose of providing policy guidance and direction to the operation of employment, training and education programs in local areas coterminous with the prime sponsor geographic areas. The ICBs include representatives from

- CETA Prime Sponsors
- Education including:
  - K-12 school districts
  - Intermediate school districts
  - Community colleges
  - 4 year educational institutions
  - Non-traditional and adult high schools
- Organized labor
- Community-based organizations
- Business and Industry
- State Agencies (such as employment service and social services)

The collaborative bodies carry responsibility for joint planning and decision making which by definition involves the utilization of all agency resources and requires knowledge and dissemination of information unique to each participating organization. At the state level activities include a management structure, state-wide conferences, and technical assistance and training. Special activities include developing and disseminating model linkages, technical assistance to prime sponsors and educational agencies, developing and sharing information, assessment and testing of educational attainment, and elimination of barriers.

Work-Education Consortium Councils

Work-Education Consortium Councils are located in 20 states and in Puerto Rico, and represent statewide, urban, suburban, and rural communities. Because each community has its own set of concerns and resources each council's structure is a unique reponse to a particular set of circumstances. Two elements are essential to the concept and definition of work-education councils:

- They all address the issue of youth's transition from education to employment; and
- They all work in a collaborative manner involving community people representing education, business, and industry, government, social services, labor, professions, parents and youth.

Massachusetts

In 1978, the Governor's Policy on Youth Employment and Training was issued and established 4 goals:

1. Serve those youth with the greatest need;
2. Improve long term employability;
3. Promote the creation of new jobs; and
4. Ensure the coordinated use of resources.

In order to implement these goals, the Youth Action Plan was developed. This plan was the result of a joint effort by the Department of Manpower Development/State Employment and Training Council and the Department of Education, in conjunction with representatives of state government, community-based organizations, business, labor, and youth. The plan presented a comprehensive range of options for reducing youth employment through education, training, supportive services and job placement activities. The Youth Action Plan sought to develop specific objectives which are measurable and achievable in order to accomplish the goals of the Youth Policy. It was designed to define areas of need; prescribe programs and activities to address these needs, and to identify individuals and agencies who, by law or public trust, are responsible for the provision of useful occupational education training, and employment opportunities to youth.

CASE STUDIES

Based upon a literature search, other case studies and experts' advice, the project staff developed a survey instrument to select exemplary programs and to guide their interviews (See Appendix I). Programs selected for inclusion in the Case Studies are examples of the results of the literature search and analysis, survey application and response, and actual site visitation. The twenty case studies that follow represent the range of linkages extant among educational levels and programs, training and development programs, and CETA.

A.

St. Clair County ESR Belleville, Illinois
CETA Education Linkages

The regional superintendent of schools in Belleville and cooperating school systems and CETA prime sponsors along with the Illinois State Board of Education, the Department of Commerce and Community Affairs, and the St. Clair County CETA Consortium have established a CETA Education Linkage Management Council. This council is broad-based and includes committees such as the executive, curriculum, and ad hoc committees on the Youth Employment Training Program (YETP), Public Service Employment (PSE), Private Sector Incentive Program (PSIP) and others. The regional education linkage program involves specific programs for PSIP, PSE and YETP. A pre-apprentice program is being completed with the PIC in St. Louis. A building trades outreach program already exists in East St. Louis.

An alternative school was established with YETP that involved 190 in-school youth between the ages of 16 and 21, the cooperative school districts and community-based organizations. These students worked a 15 hour week while attending school.

In spring, 1981, a program was started for 28 drop-outs. After 6 weeks of individualized program involving instruction and counseling by two teachers, 10 students took and passed the GED. These students had very high scores. The remaining 18 students continued to do 15 hours of class work and 15 hours of school work. Two of the graduates plan to go to community colleges and those who have not completed their GED by the end of the school year will all work the 28 hour work week through YETP. Currently all are in the GED program.

In fall, if the program is continued, the students will work directly toward their high school diploma.

The advisory board for St. Clair County's CETA/Education Linkage involves almost 50 persons.

With the cooperation of Southern Illinois University, a CETA/Education Linkage seminar was conducted for affective vocational education. A variety of instructional manuals, a seminar, and workshop materials have been prepared and are available in this partnership between CETA youth and education project.

B.

Macon County ESR Decatur, Illinois
Adult Education Academy (A.E.A.)

In October 1979 the Adult Education Academy became a training site for the Macon County Prime Sponsor. It began a daily three hour program of reading and math upgrading for passage of the GED. The clients were CETA referrals who scored a fifth grade reading level or above on a test given at CETA intake. There were two classes a day with approximately ten clients per class. The Adult Education Section of Illinois State of Board of Education provided funds in January 1980 to restore part-time remedial classes. In the summer of 1980 additional funds from the East Central School/Work Consortium were used to develop curricula for four additional programs - Entry-Employment Competencies, Job Attitudes, Job Search and Job Club. In October 1980, all five programs were funded for one year by the Macon County Prime Sponsor, with funds for classes for non-CETA eligibles coming from ISBE.

As a training site for CETA clients, the A.E.A. removes barriers to employment. To remove education barriers, the clients are referred to reading and math upgrading if they have at least a fifth grade reading level. If their reading level is below the fifth grade level, they are referred to Entry-Employment Competencies. All reading and math material in E.E.C. are directly related to employment. The utilization of a reading program by MIND, Inc. gives the clients a hands-on familiarity with tools. Both of these programs are daily for three hours during a period of four months.

The Job Attitudes Program is a three hour daily program of six weeks duration focused at motivating clients to become self-supporting, independent individuals. Training is also given in proper behavior and attitudes on a job.

Job Search is a three hour daily, ten day program. The objective is to groom the client in effective job seeking skills so that he may obtain a job. Job Club is the support class to help clients find leads and secure unsubsidized employment.

The Macon County Consortium has proved to be one of the most successful of all linkage models in the state due to its well developed efforts at coordination.

C.

Southeast Service Region of DuPage County — Downers Grove, Illinois
CETA-YETP 99 and 201

The CETA contract covering the school districts in the southeast section of DuPage County outlined the kinds of linkages that integrated services between educational institutions and human service resources in the community.

First, the CETA contract between the local educational agencies in the area (high school districts 99 and 201) contained an agreement to cooperatively implement a vocational counseling, information, and job placement program.

Second, the high school district 1 and 5 year plans for vocational education outlined the kind of interaction and linkages that have been developed formally or informally between CETA prime sponsors or other agencies of the Department of Labor. As seen in its Job Bank Project, District 99 is in a pilot program with the DOL and the Illinois Job Service. It establishes at each school in the district a daily set of microfiche of job opportunities as listed with the Illinois Job Service. This microfiche is kept in the library and is available to students and to residents of the community. Weekly a counselor for the Illinois Job Service spends a day in each of the schools in the districts interviewing candidates for jobs and suggesting employment opportunities. This program has proved very successful and is now in its fourth year in District 99. The Job Service will be installing a full-time Job Service office within the boundaries of the district increasing their staff from one to three full-time Job Placement Counselors. The Job Bank program is now coordinated with other area schools to provide a listing of job openings in the area.

Thirdly, the CETA contract outlined a procedure for referring students to services provided by local office of Health and Human Resources and established a special work experience program (SWEP) for special education students.

The local educational evaluation system had several components. First, advisory committees, made up of local business and industry representatives, assisted staff in each of the vocational departments to assess their programs. This was an on-going effort and was related to both the quality of programs as well as to the quality of equipment used in all courses. This effort was coordinated through the Downers Grove Chamber of Commerce. The directors of vocational education at each of the participating schools met with the assistant superintendents of instruction on a regular basis to assess the entire vocational program, keep pace with progress of goal attainment outlined in the 1 and 5 year plan and attempt to determine ways in which the vocational edcuational program could better serve the students in the community.

D.

College of DuPage
Project SOAR
Glen Ellyn, Illinois

Project SOAR is the DuPage County Youth Employment and Training Program established to provide academic and occupational training to underprivileged and disadvantaged youths between the ages of 16 to 21. Based at the College of DuPage, Glen Ellyn, Project SOAR deals primarily in providing area high school drop-outs with a GED while assisting them in defining career goals through a class-sized career exploration program and a credible work experience.

Several courses of study are available to each client. The specific option is mutually agreed upon by the client and Project SOAR staff based upon need. Program options are

1. Remedial Education - Improvement of basic learning skills in order to receive a GED or to compete more favorably in occupational training or in employment;
2. Occupational Exploration - Exposure to occupations and careers or training experience for which academic credit can be arranged. Currently this includes Education 105 and Cooperative Education Internships. Other possibilities include relevant individual or class-size learning experiences arranged through the Alternative Learning Unit and "Occupational Exploration" courses in relevant occupational clusters;
3. Life Skills Education - Structured classes or workshops which expose individuals to important practical skills and abilities needed to interact successfully in the world of work;
4. Work Experience - On-the-job training programs in approved public, non-profit or private sectors of the labor market; and
5. Advisement Services - Clients will receive advice and guidance in interpretation of occupational tests; work preparation and experience; personal growth and development; career planning; and job placement services.

Project SOAR has established effective relationships with the DuPage Placement Assistance Council and the DuPage area Human Services Coordinating Council. SOAR is a good example of the community college as provider of services to youth.

E.

Madison County Educational Service Region Granite City, Illinois
Linkages in Progress

The Linkages in Progress program is 1 of 10 national demonstration projects funded by the U. S. Department of Education. The Madison County Regional Superintendent of Schools and the Office of Manpower Development are jointly sponsoring this program. The Southwestern Illinois Planning Commission and Coordinated Youth Services of Granite City are working with the program sponsors to accomplish work projects. The program is designed to promote educational and training services for Madison County by promoting long-range, career/employment opportunities for area youth. The program's intent is to generate continuing interaction between regular vocational education programs and CETA to foster cooperation and coordination for long-term interaction and mutual growth.

The project formed an 80 member Advisory Committee with representatives from high schools, vocational programs, CETA programs, area employers, youth service organizations, and community interest groups. This advisory committee served as the focal point for information sharing, problem exploration and mutual problem solving. It met monthly and published a newsletter to publicize its activities and to encourage greater participation and cooperation.

The program's overall goal was to promote linkages among education, training and employment systems for the ultimate benefit of area youth and the economic health of the community. The term "linkages" was defined as connecting separate systems to promote coordination and increase joint effectiveness. The project involved 3 "steps" in linkage development and implementation.

The first step was to strengthen coordination and collaboration between the local education system and the CETA/Training system by developing an effective linkage coordination model. The project pooled and strengthened the existing resources of the Madison County high school/vocational education system and the CETA/training system by reducing duplication of effort; eliminating barriers to increased coordination; and emphasizing the strengths and unique characteristics of the different service areas within the county.

The second step was to develop a mechanism that linked the needs of area employers with education and training programs. The project surveyed 89 employers in the area and arranged for over 70 employer sites to participate in the project. The intent was to link employers' job requirements with available training and education resources. The project developed 3 documents to help accomplish this end. *A Directory of Vocational Educational Training Services, CETA Services and Community Services in Madison County* detailed the sources of training available from either CETA or vocational education. This coincided with the development of an *Occupational Supply and Demand Study* of the needs in an inverted pyramid at the antional, state, SMSA, and Madison County levels. As a companion to these 2 volumes, the project developed a report analyzing the jobs targeted for affirmative action recruiting in the County.

The third step was a pilot program to implement and evaluate an alternative training service for CETA eligible youth. The project conducted by the Coordinated Youth Services of Granite City consisted of an 18 week course meeting 10 hours per week to develop skills for employment. Training sessions were held at local business sites where groups of 4 participants and 1 instructor met with local employers to discuss the needs of employers in various organizations and what potential employers must know and be able to perform.

Linkages in Progress was a success by every measure of evaluation. The model, its implementation processes, products, and results are highly desirable and useful. Linkages in Progress can serve as the standard for future efforts in Illinois should the state recommend a particular linkage model for replication.

F.

Training, Inc. Oak Brook, Illinois
Central YMCA Community College Chicago, Illinois

DuPage County was awarded the National Association of Counties (NACo) Award for its CETA clerical training program, Training, Inc. The NACo Award recognizes outstanding programs developed by counties throughout the nation.

Training, Inc.'s highly effective and innovative clerical training program has been developed through the cooperation of local businesses, higher education and local government. Training, Inc. operates in Oak Brook and Chicago. In Oak Brook, the DuPage County Employment and Training Office provides CETA operating funds under Title II-B and Title VII. Central YMCA Community College implements the training program; and the Oak Brook Association of Commerce and Industry, a group of cooperating business firms, advises and supports the program and hires its graduates. In Chicago, this program is supported by the Mayor's Office of Employment and Training, under Title II-B; the Central YMCA Community College;and Chicago United, a consortium of leading black, white and Latino business and professional people.

Training, Inc. is a clerical skills training program in which students learn by doing. The simulated business office provides a setting for students to assume responsible work roles. They learn clerical accounting, office procedures, and typing skills through the performance of business tasks under the guidance of instructors who have worked successfully in business themselves and have experience in Adult Education. Instructors are hired for the project but are considered staff of the college. They have frequent staff meetings to discuss the development of students and their interactions with other students and staff members. In addition to teaching office skills, the curriculum deals with the student's self-image.

The Training, Inc. curriculum focuses on providing employment skills in four general areas:

1. General office procedures;

2. Basic bookkeeping and accounting functions;

3. Typing speed and production; and

4. Career development.

Skills development occurs as a series of accomplishments which reinforce growing trainee self-confidence. Basic skills are supported by other critical elements in the curriculum: Business English and Mathematics; Job Seeking and Interview Skills; and Business Ethics.

Office systems, work flow, patterns of work and employee interaction in a business setting are experienced through office simulation and a work responsibility environment. A variety of office simulation packets are used in each of the three major skills areas. Each is designed so that trainees learn by performing tasks comparable to those expected of employees on the job.

Training, Inc. emphasizes the individual's total employability. While proficiency in clerical skills is extremely important, intangible elements such as confidence, pride in one's work, the ability to be a problem solver,and ethical action in business relationships all receive attention. The small number approach of dividing the group into three sections based on their incoming experience creates a highly sympathetic atmosphere. Students do not compete with each other and suffer the risk of failure; rather, they compete with themselves in an environment that "honors" the student and gives positive reinforcement for perhaps the first time in a student's life.

Training, Inc. employs a unique method of training, imaginal education, an approach to self-image development analogous to the "total person" concept employed in general education. The staff of the Institute of Cultural Affairs developed imaginal education. The assumption is that students who effectively deal with negative concepts which have reinforced their lack of skill and uncertainty in employment relationships have met the majority of the challenges in their career preparation. "The objective of imaginal curriculum is to inspire the students to grasp themselves as capable performers of employment tasks which they can master. The program is structured to build self confidence through achievement. As students' images of their self worth, significance, and productivity develop, their practical business skills rapidly improve. They come to see the business world as a human and relevant context for creative participation."* Carol Walters, Director, Training, Inc.

The Training, Inc. model demands much of its staff and students. Its emphasis on a business approach to training and its close relationship to businesses has paid substantial benefits. Training, Inc. has effectively placed 90% of both Chicago and Oak Brook graduates. 97% of the enrolled students completed the program and graduated. Its application on a state-wide level may be impossible but its emphasis on students' positive self-image; a professional, conducive learning atmosphere; and an active private sector interest and involvement -- all are replicable. Training, Inc. has itself replicated its model in both Oak Brook and two sites in Chicago.

G.

John Wood Community College Quincy, Illinois

The Business and Industrial Skills Project

The project to train students in business and industrial skills began as a concept proposed by the Jobs and Economic Development Committee. This local citizen's group composed of representatives from business, industry and social service agencies had identified a common need: employees who possess proper attitudes toward work and good basic skills.

John Wood Community College subcontracted from the Illinois Farmers Union CETA, Inc. the responsibility for the classroom training and practicum portions of the project. The Illinois Farmers Union had written a Title VII CETA grant to cover not only the subcontract with JWCC but also training allowances and other support services for the students.

The program was designed to have 3 major components:

1. Preparing participants to compete successfully in the world of work, including assistance in identifying career interests and developing positive work attitudes;
2. Training participants in the basic skills required for good job performance in a business or industrial setting; and
3. Training participants in a specific skill at a business or industrial site.

The 3 parts of the program were overlapped so that students would continually receive reinforcement of "world of work" skills and continued refinement of entry level skills. Participants were involved in small discussion groups where they shared and analyzed experiences and difficulties encountered in previous work settings. Additional academic support was provided by the college's Open Learning Center for those students who required developmental work in reading or math skills.

An internship phase was designed to be a combination of on-the-job "learning" and work experience at either a business or industrial site. Each internship site supervisor was interviewed carefully to insure a learning experience for the students. Students were expected to work a full shift as scheduled by their respective supervisor. The Project Director visited with each student a minimum of once each week in an effort to "head-off" any possible problems which might interfere with a successful completion of the internship training.

The unique system of using the private sector for actual instruction and training can be an effective method for establishing a link between training and employment in an era of shrinking availability of funds.

H.

Office of Manpower Planning and Development Denver, Colorado
Colorado Youth Strategy

The Colorado Department of Education through its community-based education services unit has been actively involved in the development of an overall State Youth Strategy which tied together the utilization of the Governor's special CETA project funds, including the 1% linkage dollars, with the efforts made by the Colorado State Board for Community Colleges and Occupational Education, the Dept. of Social Services, all CETA prime sponsors, the Division of Employment and Training, the Department of Institutions, the Colorado Department of Education and the Denver Public Schools. The central focus of the 1% linkage funds was to expand the capacity of the State Department of Education to provide human and material resources in career education and basic skills area to Colorado CETA sponsors. The dissemination of resource assistance was done through the State Department's Colorado Center for Educational Assistance utilizing 30 field agents located in 17 intermediate educational agencies (called Boards of Cooperative Services - BOCS - in the state). These agents were responsible for facilitating the usage of career education and basic skills education materials, consultants, training seminars, etc. in local CETA youth programs in order to strengthen their educational and training components. Attention was given to pre-employment skill workshops. The field agents facilitated interchange among schools, community based organizations, and businesses and served to cover referral overlaps and service delivery. The field agents were originally established as part of a National Institute of Education Dissemination and Capacity Building Project. It appeared to be the logical vehicle for the Colorado Youth Strategy.

At the time of visitation, plans were being made to change the focus while still using the field network. Consideration was being given to establishment of mini-resource centers, of which 5 are to be field tested this forthcoming fall. New information materials are being prepared based on ERIC searches. Attention is being given to providing better services to disadvantaged youth. Another changed feature is that the BOCS additional funds will be used to actually "buy" the time of the field agents for specific CETA-related activities and services. The State Department felt that such a move would better insure attention to these heavier education and basic skills needs.

I.

D. C. Street Academy **Washington, D. C.**

Modeled after other early street-academy type programs in several states including the Urban League Street Academy in New York City, the D.C. Street Academy was an outgrowth of the POSTAL ACADEMY which was designed in late 1969 to provide basic education skills and job opportunities for disadvantaged school drop-outs, as well as to give educational help to postal employees who were unable to qualify for advancement. Following the withdrawal of the U. S. Post Office Department as a funding agent, the program has evolved into a full-blown high school curriculum in an institution that is independent, autonomous, and a candidate for accreditation.

The major effort in the curricular area has centered around the implementation of mastery learning as a teaching strategy and philosophy. The institution concentrates on competency based curricula and offers work in group dynamics/career development, English, mathematics, science, etc. As a high school equivalency program the D.C. Street Academy attracts not only school drop-outs who are high school age but also a number of students with only junior high or elementary school education levels. This has resulted in the establishment of the Reading Academy. The school also offers instruction in EKISTICS (Student Government). Through the years it has broadened its program to include aspects of teacher training; diagnostic work for students; student orientation; individualized scheduling; reading and writing curricula; a full range of student services including enrollment, attendance, discipline, counseling and guidance (both individual and group), job placement and college placement services; field trips and clubs; and a variety of social activities.

The D.C. Street Academy is an outstanding example of the blending of educational knowledge, particularly applicable to concerns of primarily minority, disadvantaged urban youth, and the policies of the Department of Labor and the D.C. CETA. The school enjoys a 75% placement factor of employees in the Reading Academy and the remaining 25% of students were continuing an additional curriculum. In the Youth Employment Training Program there was 100% placement of CETA trainees.

J.

Promethean's Adopt-A-School Program Washington, D.C.

The D.C. Adopt-A-School program was an outgrowth of a community based group of black veterans which involved a wide variety of federal agencies, a university, several professional societies, and many local businesses. The program was funded by the U.S. Department of Labor, Office of Youth Programs. This represented a unique effort growing out of a career awareness fair for D.C. students, 19,000 of whom attended the two day event during the first year of operation (1979-1980). The program involved the National Aeronautic and Space Administration, American University, 15 junior and senior high schools which were adopted, 2 special schools, and 1 adult education center. In its second year the program targeted 65 educational institutions for adoption, including all the city's junior and senior high schools, several adult and special education centers. Twenty-seven organizations will adopt a school during the current year.

Some specific activities were

1. Engineers from a local construction company worked on special projects with high school drafting students and recruited students to participate in a construction trade fair and site visits to construction sites;
2. Realtors placed high school seniors in on-the-job training assignments in real estate and granted a scholarship to one outstanding student;
3. A computer firm held special workshops for teachers, counselors and administrators on the role of computers in education and introduced students to entry level industry jobs as assemblers, technicians, and programmers;
4. A local boutique arranged for vocational students to participate in fashion shows and gain both pre-apprenticeship and work experience; and
5. The telephone company demonstrated technical equipment and held classroom lectures.

This is an exemplary program to demonstrate the interrelationships among governmental agencies, private businesses, and the needs of the schools in the urban school system.

Commitments must be obtained from the top level executives in all the agencies, businesses, and institutions concerned. The involvement of local groups in the community is vital, and careful matching of the agency or company with the neighborhood school must be undertaken. Geographic propinquity is of marked assistance. The program is also noteworthy because it attracts an extensive number of volunteers into the classroom of the adopted schools.

K.

University of Michigan Ann Arbor, Michigan
Project COTE - Collaborate on Offender Training & Employment

Project COTE is another Michigan interagency regional collaborative. Its purpose is to increase offenders' potential for locating and maintaining unsubsidized employment through the establishment of organization which includes agencies experienced with offender employment. Involved in Project COTE's collaborative board are 13 voting and 2 staff members; 2 unions; Michigan Bell Telephone and General Motors Corporation, 2 community based organizations, one of which provides a half-time counselor, the Detroit CETA prime sponsor, the University of Michigan, Wayne Community College, Michigan Department of Corrections, and the Michigan Employment Service Commission. The Metropolitan Detroit AFL-CIO Council has assisted as has the Department of Labor's Discretionary Job Development and Placement Service.

According to the leadership, there was a good deal of initial conflict over whether the collaborative board would be policy making or advisory when the University of Michigan received the grant and had management responsibility for the project. At the present time the COTE board would need more credibility and status to go independent and minimize interference from either the education enterprise or the labor enterprise via the collaborative board.

Intake for the offenders comes from the Department of Corrections which provides a class of 15 persons out of each of the two weekly buses from the penitentiary of 40 persons each. There are criteria applied for screening into the program which include reading at a fifth grade level, positive psychiatric review and treatment for either assault or drugs, and a low risk unit potential for either of the above.

The first group of 18 persons was divided into 9 program participants and 9 out of program "controls" for an evaluative study. Persons who did not get into the program must stand in lines at the correction center in Detroit until employed because they are released on a basis of extended furlough at home.

For the first year the study cut-off date was March, 1981 with a re-evaluative report to be completed on the first six months. The project included 190 men of whom 71% were positively terminated and 29% were negatively terminated. The program calls for the men to place themselves in employment. To enable them to do so, they receive a great deal of counseling and advising on self-placement.

The first weeks are devoted to job skills, vocational assessment, occupational information, the development and resumes and job application, the identification of employment assistance agencies, the development of identification, communications, and interview skills. The first two weeks are devoted to classroom instruction and the next two weeks are in directed job search with support services.

Project COTE (Continued)

During this time the trainees receive no pay but get "social time" awarded daily on the basis of performance. Instructors are selected, employed and supervised by the project. They are paid by Wayne Community College.

This program is very successful in accomplishing what it intends to do. This success is attributed partly to the training staff who work with the ex-offenders on a daily, highly supportive basis. The cooperation of Wayne Community College is superior.

L.

Detroit Interagency Collaborative Body Detroit, Michigan
TRAIN

This project (TRAIN) is a product of Michigan's interagency collaborative initiative which is now in its third year. The regional interagency collaborative bodies (ICBs) were jointly sponsored by the Michigan Departmentsof Labor and Education in order to establish and support collaborative networks within local communities among educational agencies and institutions, CETA prime sponsors, service organizations, and the private sector. These networks of community resources can be efficiently utilized to enhance the transition of youth and adults into the "world of work." There are 28 active ICBs established across the state of Michigan and, at the time of visit, it was intended to increase this to 31 over the next several months.

The interagency collaborative in the Detroit area started 8 months late largely due to what the director calls "turf" problems that were extant while the collaborative body was trying to establish and demonstrate its neutrality. Yet, there are 15 members on the board and they are careful to avoid duplication and provide linkages. Linkage is defined as "interfacing between all these elements."

The goal of TRAIN is to teach 103 CETA eligible trainees and then place them in unsubsidized positions. Trainees are referred by the Michigan Employment Service Commission and WIN registrants are frequent. Training exists in clerical entry level positions, for medical clerical and data processing clerical.

Ten students have undergone an intensive typing program in collaboration with Lewis Business College for a period of 16 weeks. English and communications are also offered.

Six students are in data processing in collaboration with the Michigan Technical Training Institute for a period of 10-13 weeks. These linkages between prime sponsors, the Michigan Employment Service Commission, the Detroit Board of Education, Wayne Community College for clerical training for 50 students,and the Lewis Business College with the Technical Training Institue also interrelate to the local National Alliance of Business and the AFL-CIO. However, the leadership of the program does not feel that prospects are very good for continuance because of the nature of the economy. They indicate that the drop-out rate in Detroit is alarming, even horrifying, and that unprotected people are being hit the worst.

In addition to skill training, Project TRAIN offers a number of of support services for participants in the areas of placement, counseling, and occupational outlook information. Project TRAIN will be evaluated in order to determine the level and extent of its effectiveness and the factors that improve participants' chances for unsubsidized employment in fast-growing occupations.

M.

University of Nevada, Reno Reno, Nevada
CETA Parent/Youth Project

The Parent/Youth Project at two high schools in Reno, Nevada was a cooperative program of students/parents/teachers. It was a school program for CETA eligible youth funded by the balance of state. It involved parents, students, teachers and support staff (counselors, nurses) working together to help students achieve personal, academic, and employment goals. Regular communication was provided among the various persons involved.

The program was planned during the summer of 1980 and project personnel visited several other programs both in Michigan and California. The program allowed teachers to pursue education activities outside of the classroom by being given relased time from regular classroom duties. During these periods teachers met monthly with the students' parents both in the home and at other determined locations to discuss with them the progress and potential achievements of their child.

Resource specialists worked on a 24 hour week, alternating time between the two participating high schools according to the number of students. Specialists who relieved the teachers were trained in writing enabling them to conduct workshops for students with communication problems.

The support group, consisting of the resource specialist, a nurse, a guidance counselor, CETA personnel and other necessary personnel, conducted holistic evaluations of the students' learning activities. Each student developed a student contract of objectives for personalized education (SCOPE). Encouraging parents to cooperate and participate in the educational process was a key feature. Every effort was made to involve parents who were notified by phone, by written notes, by personal encouragement, etc.

The program contacted the agencies involved with the student and careful attention was given to sharing information and the establishment and accomplishment of both the student achievement goals and professional goals.

The program has been evaluated very positively by the Research and Educational Planning Center at the University of Nevada which initiated a large part of the project proposal. The program was noteworthy for the variety of problems with which it contended. The Deputy Superintendent of Public Instruction was determined to make the CETA/Education Linkages operate properly and effectively. Its initiation was postponed because the Governor's grants (including the 1% money) were held up by the Nevada Legislature, which is essentially anti-CETA. The project began without CETA but was finally approved for the Governor's grant when the Legislature acted. Washoe High School already had alternative high schools that were

CETA Parent/Youth Project (continued)

initiated by the Reno high school system for its evening program involving 26 learning centers and a staff of 30 with an holistic view of learning. The idea of the project was to bring teachers into the home and parents into the schools. When the students developed their SCOPE contracts, all members of the support team were involved in blending educational and CETA needs. There were problems of intake in the beginning because of interrelationships of the community services agency and the fact that a number of teachers involved felt that some students who were not CETA-eligible evidenced the same kinds of learning concerns and should be included in the program. The program had 40 slots and with turnover served 60 youth, ages 14-19. Of these youths, 12-19 were in the alternative school and 28-32 were in the regular high school. Of the first 45 students who started the program, 36 completed it. Various administrative changes contributed to some of the problems; and, after teacher complaints, the YIEPP allowed 10% of non-CETA-eligible students to participate. Subsequently, the prime sponsor's federal representative disapproved.

An additional linkage program existed in the form of workshops for school counselors on how to work together. The major problem that concerned them appeared to be the policies set by the superintendents and the boards which frequently were in conflict with those set by the teachers and counselors, on one hand, and CETA personnel on the other.

Regretfully, the program is not going to be refunded and no request for proposals had gone out at the time of visitation. A new project proposal was, however, being prepared by the university personnel with inputs from all concerned. It appears to be better to handle the intake of CETA-eligible students through the prime sponsor rather than solely through the schools. Parents' attitudes seem to change favorably toward one of the high schools for the first time. The new project is changing its emphasis on placement in private industry although the school people and principal still desire to have extensive parental involvement.

N.

Essex County College Newport, New Jersey
Essex County Linkage Program

The purpose of this program was to offer opportunities to ease the transition from public service employee CETA projects into college classes and long range careers. Individual academic assessment was performed in the project, and basic skills and prior work experience were carefully considered. CETA-eligibles were placed both in regular junior college classes as well as in special classes. If 24 hours of credit were achieved with a C average, the GED was granted. All participants were required to take part in career planning which included labor market information, job search information, developing an individual career plan, introduction to college, and personal self-assessment. Since January, 1980, 1,400 persons have been served and the emphasis of the program is now shifting more to job placement in the private sector utilizing on-the-job training and careful attention to individual placement needs. The program was projected to end in September, 1981, and a new proposal has been prepared for the area PIC which would include 25 slots in the business, medical transcription career areas as well as continuing GED preparation. The project personnel and community college personnel are soliciting 300 area businesses to help support the program via both OJT and permanent placement. Project personnel are concerned with developing a youth drop-out program for youth employability training, etc. The community college is very supportive but is in a bind for continued funding. The program utilizes the facilities of a TV studio and cable TV. The program is further supported by the Community College Customized Training Program of the State Department of Higher Education which encourages the use of CETA participants in short term occupational programs that are developed by the community colleges of the state at the request of a specific company or industry.

O.

Bergen Community College
Office Skills Center

Paramus, New Jersey

The Bergen Community College Office Skills Center was established to serve as a specific job site for teaching job-related skills in bookkeeping, secretarial and bilingual clerk-typist work as well as to develop positive work habits and attitudes critical for employability.

This program provides for graduate placement in entry level positions. The record indicates that there is almost always 100% placement. Trainees are taught with the AVT individualized learning approach encompassing skill development, discipline, initiative, self-motivation and self-reliance. Considerable attention and guidance are given to individual trainees, but they must take the initiative in progressing in their learning. Trainees work five days a week, seven hours a day, punch a time clock, take their 15 minute breaks in the morning and afternoon and are regulated as to lunch periods. They work from 9 a.m. - 5 p.m. four days a week and 11 a.m. - 7:30 p.m. the fifth day in order to learn the flexibility that they would need to have to adapt to actual jobs in the real world of work. Instructors are skillful at conducting self-paced learning on individual bases. Designed as a job site the office skills center operates on the basis that instructors perform as office supervisors rather than as traditional teachers. This successfully eases the transition from the educational setting to the actual business setting.

P.

Bronx Community College New York, New York
Model High School/College Linkage Program

This program originally began for 40 drop-outs who were selected by local community based organizations for GED training involving a 12 week period. Fifteen hours per week were devoted to work in apprenticeship type jobs on the campus while an additional 15 hours were spent in class primarily on GED training.

In the first cycle, 19 CETA trainees passed, 6 of whom entered the community college full-time and 9 more were scheduled to enter the following fall. At the time of visitation the second cycle had no final records yet and the third cycle was just beginning. All programs are linked with the local high school with the poorest attendance record in the city. This high school serves only boys. The program took 150 trainees who were two to four years below grade level and had histories of previous failures. These trainees are in school in the morning and come to Bronx Community College in the afternoon. Half of the students take academic upgrading between 1 and 3 in the afternoon while the other half work, and then they switch positions with the first half working and the second half taking academic upgrading from 3 to 5. They take work in job placement, skills and career training. Trainees are paid $3.35 per hour for 3 hours. No class cuts or work cuts are allowed or the trainee loses the full day's pay. There is careful coordination with the high school and with the community college as well as with community organizations. Eight teachers are involved along with four tutors as well as a counselor for job development and assistance, a curriculum coordinator and project director. The students work in a variety of capacities on the campus and the program is expanded during the summer. Some do horticultural work on campus during the summer (gardening and tree care), and a variety of other jobs for the college. The basic objective is to complete the GED, go on to college or into a job or into the armed services. Most trainees have completed the program successfully.

Another program involves students from the same high school where the objective is to keep them in school through regular graduation. Last fall 160 students were in this program and in late spring there were 136. Average attendance is 82%, while in the prior year the same students averaged 50% in school attendance. The program is considered very positively by the students because it has a solid curricular base, stipends are available, it takes place on the college campus, the staff are excellent, the students carry college ID cards, etc. Linkages were established with 72 community agencies which made referrals to and from the program. Whenever a student is absent, a parent is called immediately, sometimes as many as 50 times, if necessary. When the youngster returns, he is called in and told that he was sorely missed. The concept here is that the program personnel communicate to the youth that "we need you and want you and miss you when you are not here."

Project personnel were concerned about the cutbacks in both CETA and vocational education funding and expected that their four basic programs might all suffer and perhaps even die.

Q.

National Alliance of Business New York, New York
Vocational Education/CETA Linkages for New York City

This program is designed to assist New York city youth involved in both vocational education and CETA programs under the National Alliance of Business, the Center for Career and Occupational Education of the city's Board of Education, and the Department of Employment of the city's Human Resources Administration.

An 18 month program, the project goal is to increase the employability of youth by providing coordination and communications and thus linkages between various youth employment/training educational programs.

In order to accomplish the project objectives, activities were divided into three stages. Stage One was concerned with the identification of all data sources and information about currently existing CETA and vocational education programs, agencies and organizations, as well as respective legislation, funding sources, policy statements, administrative structures and mandates. Stage Two established a mini-model of a vocational education/CETA Linkage network which was developed and exemplary training programs were identified for duplication. Additionally, collected information was assessed and transferred into a usable format. Stage Three culminated in a total linkage network which aided in a dissemination of information and materials previously developed. Activities included staff workshops for all concerned personnel with the effective use of all information and manuals as well as leadership seminars fostering continuous dialogue among representatives of industry, labor, CETA and vocational education programs.

A how-to handbook was developed to explain how effective linkages can be initiated and expanded. Obviously, establishing linkages is a complex task often involving unexpected as well as anticipated structural, administrative and philosophical differences. To establish successful collaboration, this pilot project provided valuable information about strategies for the creation of linkage projects and networks which involve a wide variety of individuals and participating agencies.

R.

Cuyahoga Community College (CCC) Cleveland, Ohio
CETA/Higher Education Linkage Project

Most post-secondary institutions have not as yet developed programs that would make easily available their full potential for education, training, and technical assistance support to the CETA system and its participants. Part of the reason for such "absence" from the CETA scene is the fact that few institutions have had available to them experienced and knowledgeable staff who could, first of all, educate college personnel on CETA itself and guide the institutional process necessary for their college's involvement in support of the CETA participants' needs.

The Ohio Board of Regents sponsored the CETA/Higher Education Linkage Program to develop among post-secondary institutions in the Cleveland area an inventory of capabilities and a plan for the implementation of services to the CETA system through a consortium of cooperating post-secondary institutions and other agencies.

CCC proposed to develop a network of post-secondary institutions and their CETA involved and/or interested faculty and administrators in a five county area.

CCC hosted monthly informational and training meetings for appropriate staff from member institutions. To maintain contact and disseminate information, this consortium published a regional newsletter (Education-CETA Linkages), focusing on local training needs and data collection activities of member institutions. These data collection activities included an inventory of the CETA supported programs currently conducted by the members' post-secondary institutions. The cataloging of successful local employment and training models. The consortium will provide technical assistance for models' replication in any post-secondary institution or training/service agency. The project published the member institutions' capabilities to offer program services and technical assistance to the CETA system for prime sponsors' use and project reference and analyzed the needs of Primes' CETA staff for in-service technical training and provision of technical assistance in problem solving. It developed a sustained linkage network among all the secondary and post-secondary systems, their vocational/technical education components, the private proprietary schools and the CETA system in the Cleveland Area (Cleveland SMSA and Lorain County).

The work of the CCC project was guided by a Cleveland Area Advisory committee that included representatives of the CETA prime sponsors, post-secondary institutions, employers' organization, labor, the vocational education districts and other relevant agencies.

S.

Philadelphia High School Academies Program **Philadelphia, PA**

"This is nothing new. To make sense in youth work you need a holistic approach rather than a fragmented remedial one. There is no work ethic without work and no transition from school to work without business involvement." said Hendrik B. Koning, Director of the Philadelphia Academies Program.

The Academy plan originated in 1968 with the Philadelphia Urban Coalition, which sought to encourage effective career education in the schools through business cooperation. In 1969, the Academy of Applied Electrical Sciences opened at Edison High School, largely through the support of Philadelphia Electric Company, Bell Telephone of Pennsylvania and General Electric.

Academies are schools within schools. Each provides vocational education and career development programs specifically designed to meet the needs of students. Their purposes are to

1. Attract entering 10th grade students who are educationally disadvantaged and have vocational education training interests, but were not admitted to existing vocational schools;
2. Correct academic skill deficiencies and motivate students to continue until graduation;
3. Insure competence in basic academic and technical skills and knowledge and interpersonal skills sufficient to gain entry level employment; and
4. Simulate the reality of work experience.

The objectives of the program are to

1. Give students basic skills necessary for employment;
2. Develop attributes which promote employability, such as motivation, attendance, punctuality, personal reponsibility and willingness to learn; and
3. Expose students to the business or industry for which they are training and provide them with insights into employment opportunities through facility visitations, speakers and work experience.

The key to the success of the Academies Program lies in the active involvement of the business community. Involvement is manifested in the following ways:

- The Ad Hoc Committee serves as an informal advisory and support group. This committee is composed of chief executive officers of the principal supporting companies and top officials of the School District, the Philadelphia Federation of Teachers, Temple University, the Greater Philadelphia Chamber of Commerce and the Philadelphia Urban Coalition;

- Each Academy has its own Board of Directors, consisting of business executives, each board sets policies and represents its Academy to the Board of Education; and

- Participating companies lend personnel to form a Project Team at each Academy. Teams supervise the overall operation of the program, and provide technical and managerial expertise needed to develop and update curriculum. Project Teams also help in securing employment for graduates and in creating after-school and summer work experience opportunities. The teams include representatives from labor unions, the School District, and the community at large.

Five basic reasons explain the academies' success, in addition to the whole-hearted support of the school district and its representatives, such as Al Glassman, Career Education Director of the Philadelphia schools, and Wayne Owens of the Education to Work Council of Philadelphia:

1. School/business project teams have freedom to act and develop results-oriented programs;

2. Hands-on individualized learning plans directly relate basics to vocational skills;

3. Business people work with teaching staff to update curriculum;

4. School factories provide students with a "survival package" of earned income and job experience; and

5. Business executives give full-time managerial and technical assistance. These business people successfully recruit company support, generate publicity and pursue program expansion.

Joint education efforts between businesses and schools require continuing adjustments. Program operators found it essential to relate vocational training to basic and social skills development in order to motivate students in academic areas. Successful linkage requires the mutual confidence and respect of business, educators and students.

T.

Texas A & M University College Station, Texas
Education-for-Work Linkage Project

Texas A & M University and Texas Engineering Experiment Station in cooperation with the Manpower Services Division of the Texas Department of Community Affairs is conducting a project designed to examine and facilitate linkages among the various education-for-work programs in Texas.

The project's first priority is examining potential and actual linkages between program performances resulting from CETA and vocational education, as well as the involvement of business and industry in these legislated programs. In addition, other linkage components such as proprietary schools, apprenticeship training, community-based organization training, employer-based training, and other identifiable public-funded and private job training programs in Texas will be identified.

The activities of the project are intended to meet the needs for policy planners and implementers of job training programs in Texas a) preparing a planning guide to education-for-work programs; b) researching the extent of collaboration and linkage among education-for-work programs; c) researching barriers to linkage; d) identifying model linkage efforts; e) disseminating a statewide bi-monthly newsletter reporting trends, issues, and ideas about linkages; f) collecting, organizing and synthesizing national,regional and state information on linkage; g) assessing the CETA Sec. 204 Supplementary Vocational Education program; h) researching how education-for-work can be more responsive to needs of the Texas economy; i) researching how to involve business employers in the delivery of education-for-work services; j) preparing a guide to CETA for the private sector; and k) analyzing the role of education-for-work in industrial, economic, and community development.

Further project activities include collaboration with and monitoring of a complementary project under contract to the University of Houston's Institute for Labor and Industrial Relations. This co-project provides six workshops for CETA and vocational education personnel to identify issues and strategies for joint planning and four forums designed to bring together key personnel in education-for-work planning, implementing or evaluation to focus on linkage issues and strategies.

The Education-For-Work Linkage Project is a fine vehicle for research, development, and dissemination. It stands as a potential model for adoption in Illinois to expand the activities of the Board of Education and the Board of Higher Education.

ANALYSES, RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The first chapter of this report set forth the project procedures, time limitations, travel constraints, the size of staff, and the basic project objectives are described there.

After visiting projects, extensively surveying the literature, seeking the advice of knowledgeable and experienced project directors and expert professional personnel, and giving careful attention to broad national and state models of CETA/Education Linkages, the project results are set forth herein.

The preceeding analyses and results cited in earlier chapters led project staff to some final conclusions and recommendations which, obviously, are derived from a variety of sources.

In its project with the National Endowment for the Humanities, Chicago's Community Renewal Society found that there is no single key (legal remedy, public program or schooling) for solving the problem of youth unemployment and that youth employment programs must work not only at placement and training but at job development.

A recent National Governor's Association study, the CETA/Education Consortium, noted that state and regional differences can influence the way services are delivered as well as the extent to which coordination and policy leadership is exerted at the state level. These differences were characterized as follows:

1. State Tradition - Each state has a distinct history, personality and philosophy which either places the state level - the Governor, the State Legislature, the State Board of Education - in a strong position to exert leadership and facilitate coordination or not. Some states more than others have a tradition of progressive education and work policies.

2. Governance Structure - In those states where a strong commitment toward coordinating education and employment and training services appeared, it was usually at the direction of a single individual or a coalition who felt the need for coordinated services and better planning.

3. Size/Complexity of Governance and Delivery Systems - In states where a plethora of potential service deliverers exist and no division of roles and responsibilities has occurred, competition between groups makes coordination more difficult to achieve.

4. Economic Conditions - Those states with growth economies have more state and local resources available to support

> the development of education and training services than states with declining or stagnant tax bases. Growth states are concerned with meeting the demand for skilled labor while those in other states are more concerned with job creation through economic development activities. In both cases, cooperation with the private sector is needed.

The TRUST project staff concur with this analysis and recommend that Illinois be reviewed from the perspective of its relation to each of these characteristics. The TRUST study also is acutely aware of the need for greater planning and accountability. At a recent Senate Subcommittee on Employment and Productivity, a Florida representative recommended that funding for state and local labor market programs should be allocated to states through a consolidated grant mechanism. Such a mechanism would make the Governor responsible for the development and coordination of (1) plans which identify the informational needs of education, employment and training, and economic development professionals and activities; and (2) arrangements designed to meet those needs.

The Ohio Board of Regents has studied CETA/Higher Education recently and submitted an extensive report. Aspects of this report deserve mention here as general observations.

1. There are now strong, effective linkages between CETA and many higher education institutions in Ohio;

2. The attitudes of both educators and employment and training professional are generally favorable to the development of additional cooperative relationships; and

3. The problems which sometimes present barriers to such relationships are not intractable.

The report made a series of specific recommendations to the Ohio Board of Regents on CETA/Higher Education Linkages. Those interested in that specific linkage should consult the report. (CETA/Higher Education Newsletter, Vol. 1, #3, June-July, 1981, Center for Human Resource Research, Ohio State University)

Furthermore, the Ohio report strongly recommended that higher education institutions involve themselves with CETA local prime sponsors as well as with statewide CETA agencies. Closer communication, mutual staff development, mutual research in planning and operation of local employment and training programs, periodic conferences, more frequent dialogues, overall state coordination, designation of institutional staff members to specifically work with area CETA, etc. are the kinds of recommendations that are implicit in the report.

Special note should be given to the recommendation for statewide coordination. TRUST project staff feel that this is probably the most important single recommendation emanating from its CETA/Education study. Projects of such coordination in other states have generated programs with recommendations that are applicable in Illinois.

A statewide regional plan evolved in PROJECT ASSIST in Pennsylvania. Regional coordinators were established to promote items of interest to both CETA and vocational education statewide. This resulted in a program of facilitating linkages based on a statewide appraisal of existing relationships. PROJECT ASSIST found that there is an honest desire on the part of all active agencies in the job training network to provide the best quality services possible. Cooperation is one of the most important keys to improving the quality of all efforts to improve society. Generally, they observed, there is a need to expand upon the traditional concept of education for it to become a life-long experience. Educational facilities require the expansion of hours that those facilities will be open to the public to increase the range of programs available to communities.

They recommended that more attention be given to public relations functions, improvement of the image of CETA enrollees and programs, establishment of lines of communication so that all actors can develop more consideration of each other's needs. They further recommended that contracts need to be timely implemented, that all concerned agencies should cooperate in proposal preparation, that all aspects of employability, assessment, counseling, program selection, training, placement, and follow-up be integrated, that multiagency planning meetings including all the actors should take place on regular, established bases, that the PICs be more deeply involved in planning with CETA and educational agencies.

Furthermore, they recommended that local industry be involved in all the training programs, that CETA personnel should be engaged on Local Advisory Councils, that a better communication flow should create general awareness among linkage facilitators about each other's respective individual projects, that public school personnel should be involved in all CETA programs especially if the goal to award academic credit for CETA training is present, and that CETA should buy into vacant slots in vocational programs on tuition bases.

The state of Oklahoma recently published CETA and the Public Schools by the Southwest Center for Human Studies at Norman, Oklahoma. The report stresses what the TRUST project staff believe is the key element of CETA/Education Linkages: cooperative planning between teachers, counselors, and CETA personnel to identify specific barriers that a participant must overcome and the experiences the participant should have at a worksite to overcome those barriers. The stress on the cooperative planning and the cooperative program conduct is perhaps the most salient feature in all successful programs. Without credibility and commitment, attitudinal problems tend to hinder the working relationships of the personnel involved. Public schools, area vocational centers, community colleges, and CETA can overcome these barriers in specific ways. Oklahoma concluded that there are five basic skills barriers to independence and three attitudinal and/or behavioral barriers to independence. The five basic skills areas are reading, writing, mathematics, listening, and pre-employment skills. The attitudinal/

behavioral barriers are discussed; as are the roles that CETA personnel and prime sponsors can play to make a similar positive approach to overcoming these critical barriers. Those interested in more information should consult CETA and the Public Schools.

TRUST recommends that, despite the sharp cut of approximately 50% of the 1% (CETA/Education Linkage) funds emanating from the federal government to the state, Illinois lend its most serious efforts to develop a statewide coordinated plan both for economic development and jobs creation on the one hand and for CETA/Education Linkages on the other. The problems of unemployed youth in our state will not go away. They can be dealt with effectively and successfully providing the minimal funds available are targeted to the areas of greatest need on the basis of a statewide coordinated plan.

It appears to TRUST project personnel that the Governor's Office must exert a far greater degree of leadership than it has in the past in directing the Illinois Department of Commerce and Community Affairs, the Illinois State Board of Education, the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois Employment and Training Council (with its staff) to work on a coordinated state plan such as is called for above. In the states visited by project personnel the best progress appeared to be made where such plans exist. We would recommend the Massachusetts Youth Action Plan and Policy model to serve as a guide for the state of Illinois.

Without a coordinated approach involving educators, the public, community personnel, the professionals, and CETA personnel, such a coordinated and integrated statewide linkage plan and a plan for Illinois economic development will probably not exist. Without their existence, efforts to improve economic development, jobs creation, the problems of unemployed youth and CETA/Education Linkages will continue to be sporadic.

The regional collaborative plan between CETA and education in Michigan is a worthy model but seems to hinge on the existence of sufficient available funds to enable those regional collaboratives to stimulate effective programs in respective areas. Models already exist in Illinois that can be utilized more extensively, such as the Work-Education Councils in Chicago Heights and Peoria, the CETA/Education Linkages in Belleville between the regional superintendent's office and CETA, and the Madison county and Macon county consortia, etc. Certainly exemplary linkage programs exist between CETA and a number of junior and community colleges, such as Lewis and Clark, and there has been some involvement between CETA and several of the senior division institutions like Governor's State University. However, without a state plan at least subscribed to and supported, a sense of the most exemplary model programs that have the most positive results, and an agreement at targeting and priorities, the State of Illinois will probably continue to wallow along after the leaders with relatively few "successes" and no cohesiveness in its planning, coordination and conduct.

The TRUST project personnel support the four recommendations tentatively emanating from Project SCOPE at the Center for Governmental Studies at Northern Illinois University. They explicate specifics in areas that relate directly to our above recommendation. These recommendations are

1. The Interagency Coordination Committee (IAC) of the Illinois Employment and Training Council (IETC) "increase its expectations for intra-agency coordination among relevant state agencies which are part of the Illinois employment and training system" and that "the inter-organizational environment can be greatly improved, and thereby facilitate the potential for viable interagency linkage and coordination activity, if state agencies first demonstrate that they have articulated an internal coordination policy."

2. The IAC should strengthen its relationship with the other relevant coordination committees of the IETC in order to ensure that IETC-DCCA policy and programs be consistent and complementary. In that connection the IETC committees "should show increased evidence of cooperative activity, which, in turn, should manifest itself in increased inter-project linkage and coordination."

3. The IETC and DCCA should establish an Illinois Coordination, Technical Assistance, and Training Service which, at a minimum, would do a variety of things, such as, providing on-going research, technical assistance and consultation to committees, state agency coordination efforts, updating state Action Agenda planning, etc.

4. The IETC should "pursue the development of a comprehensive information clearinghouse, preferably automated, that could be utilized by the same users identified in the previous recommendation, "and could provide "relevant and timely information on state resources, innovations, and so on, relative to the interagency coordination mission."

In Illinois the state's two customized training programs, the High Impact Training Services Programs (HITS) of the State Board of Education which began in 1978, and the Industrial Training Program (ITP) of the Illinois Department of Commerce and Community Affairs which began in 1979, are exemplary. The expansion of these programs is heartily recommended.

Both of these programs can be and should be closely linked to the state's existing employment and service delivery systems. Much closer working relationships ought to exist between the state and its several concerned bureaus, local training providers, such as high schools, community colleges, senior institutions, proprietary schools, area vocational centers, and CETA prime sponsors. This would encourage and complement those aspects of a statewide program for economic development, jobs creation, and employment and training.

Both programs already exist and have demonstrated their viability. A series of specific recommendations to DCCA and the Illinois State Board of Education have already evolved as a part of the processes of the IETC. Furthermore, in Illinois, the cooperative relationship between DCCA and the Board of Higher Education's CETA/Postsecondary Education Linkage project have made a series of 13 recommendations which the TRUST project staff wholeheartedly support. However, a cautionary note could be entertained. As far as unemployed youth are concerned, the more readily available facilities and programs of the state's secondary schools, basic level training proprietary schools, and community colleges probably are more closely related to the development of entry level job attitudes and skills training than the basic programs of most of the senior level universities. The latter presuppose a higher level of prior training and experience than most of the CETA eligibles have. Perhaps this is one of the reasons why, in general, senior level universities have not been as responsive to the needs of CETA eligibles and local industrial entry level training than have vocational education centers and community colleges, for example.

It bears repeating that the current TRUST CETA/Education Linkages project was conducted during a period of time where all CETA and educational personnel were demonstrably lacking in the enthusiasm and commitment that was evident in TRUST's prior study of Jobs Creation and Community Economic Development. This was directly related to the Reagan Administration's oft repeated pledge to abandon much of the CETA programs. As far as the CETA/Education Linkages are concerned, the minimal 1% monies have been halved. Since this project began on November 1, 1980 and the election followed within the next ten days, an atmosphere of gloom and doom pervaded the projects visited. Hence, we have concentrated our efforts on the somewhat more broadly conceived and broader scope of statewide planning where the project staff perceive that the best utilization of limited resources can take place. The cutbacks in public service employee programs, youth programs, the introduction of the block grant approach which has been singularly unsuccessful in the past in multiple fields all raise serious problems and concerns about the future of CETA/Education Linkages.

On a brighter note, successful programs evolve where cooperative attitudes and commitments exist and where frequent interaction takes place in the assessment of the problems of the area's unemployed, especially youth. Positive attitudes generate a productive working together in program planning, program conduct and operations, and program evaluation. Parenthetically, it is a shame to contemplate the cutting back or shutting down of a wide variety of successful CETA programs for unemployed youth, both those involving educational agencies and those that were run by community based organizations with an educational component of its own. Past history would not foresee any massive movement of the private sector into filling this gap, especially for unemployed youth between their mid-teens and early or mid-twenties.

If the state of Illinois will develop a broad and comprehensive plan for economic development, jobs creation, and employment and training with the CETA/Education Linkage component contained therein, and if the state will target its limited resources, add some of its own, and bring together people to work on cooperative bases, then it will have taken the first necessary steps toward addressing these critical problems.

Recommendations for Overall Planning, Coordination and Linkages

To the Governor:

The Governor should direct the appropriate state agencies to develop a statewide coordinated plan for economic development, jobs creation, and employment and training. The Massachusetts Youth Action Plan can serve as a model.

To agencies involved:

Each appropriate agency, such as the Illinois Department of Commerce and Community Affairs (DCCA), the Illinois State Board of Education (SBE), the Illinois Board of Higher Education (BHE), the Illinois Community College Board, and the Illinois Employment and Training Council (IETC), with its staff, should develop a comprehensive plan for its activities and their impact on employment and training.

To DCCA:

DCCA should target available funds to the areas of greatest need on the basis of the plan generated above, especially to better meet the training needs of Illinois growth industries.

DCCA should encourage replication of the successful features of currently sponsored Illinois linkage demonstration projects and urge the adoption of successful linkage models for planning and coordination. Models include the projects, such as, Linkages in Progress by the Madison County ESR; the St. Clair County Educational Service Region, Lewis and Clark Community College, and the Macon County ESR Program Development Consortium.

To IETC:

The IETC and the Interagency Coordination Committee should adopt the tentative recommendations of project SCOPE concerning increased intra-agency and inter-organization coordination, increased coordination among IETC committees, establishment of an Illinois Coordination, Technical Assistance and Training Service, and a comprehensive clearinghouse.

To the State Board of Education:

SBE should develop a technical assistance program and materials such as Indiana's PROJECT LINK or Minnesota's Planning Together to facilitate the development of linkages. Efforts to increase dissemination of project results such as the recent statewide conference should be continued and expanded.

To the State Board of Higher Education:

BHE should maintain sponsorship of a central coordinating project and expand and coordinate its activities.

BHE should make an effort to secure staff representation on the Illinois Employment and Training Council (IETC) and should encourage state-assisted colleges and universities to seek representation on local prime sponsors' planning councils.

BHE should encourage the development of rewards systems, especially within state-assisted universities, which recognize and emphasize more fully the importance of faculty community services activities, i.e., the rewards associated with service activities should be commensurate with those traditionally associated with teaching and research.

BHE should include in its next master plan, reference to the importance of developing a wide range of linkages between higher education institutions and employment and training programs.

BHE should, through its working groups of college and university administrators at various levels, seek explicit definitions of appropriate roles to be taken by various institutions and types of institutions in addressing employment and training needs in Illinois.

To Institutions of Higher Education:

Institutions of higher education should seek representation on prime sponsor advisory councils and, in turn, should appoint CETA personnel to their internal advisory bodies.

Each higher education institution should designate a staff member to be responsible for coordinating activities with CETA programs.

Higher education personnel should make concerted efforts to develop and submit CETA program proposals and they must be aware of the CETA agency grant solicitation process and requirements.

Institutions of higher education, particularly two-year technical and community colleges should develop non-traditional programs of training for CETA participants in addition to existing certificate and associate degree programs.

Institutions of higher education should seek wider involvement in youth-serving employment and training programs.

Colleges and universities should encourage wider faculty involvement in youth-serving employment and training programs.

Colleges and universities should encourage wider faculty involvements in CETA staff development and training activities. Such involvement may be pursued through the Illinois Management Training Institute (IMTI) or by direct agreements with local prime sponsors. In the case of direct agreements, efforts should be made to reduce high indirect cost rates often associated with such agreements.

Colleges and universities should encourage research in areas related to the planning and operation of local employment and training programs.

Colleges and universities should sponsor periodic conferences to update dialogue on employment and training programs and concerns. Participants should include CETA directors, higher education administrators, business and industry leaders and representatives of human service agencies.

To CETA Prime Sponsors and Program Directors:

Prime sponsors should include education representatives from all levels on each of their advisory councils.

Prime sponsors should include all educational institutions in their service areas in the proposal solicitation process. Particular efforts should be made to solicit higher education involvement in program areas in addition to classroom training.

Prime sponsors should designate a particular staff member to coordinate joint activities with educational institutions.

Prime sponsors should attempt wherever possible, to reduce paperwork and reporting requirements associated with education participation in CETA programs.

Prime sponsors should, as provided for by federal regulations, make arrangements with higher education institutions to apply Basic Education Opportunity Grant (BEOG) payments to the costs of classroom training for CETA participants.

To DCCA and SBE:

Employment and training programs should take into account the shift of jobs in Illinois from manufacturing to service industries.

Customized training staffs should maintain a complete inventory of existing employment and training programs and resources in order not to duplicate existing services at other agencies.

Care should be taken to assure that training funds are available to expanding existing business as well as for new development.

The Industrial Training Program (ITP) and High Impact Training Services (HITS) should be viewed as components in an overall statewide training program and as complements to services already being provided.

ITP and HITS should continue to be funded and should be expanded and refined to meet future needs.

BIBLIOGRAPHY

Agranoff, Robert and Alex Pattakos. "Dimensions of Services Integration: Service Delivery, Program Linkages, Policy Management, Organizational Structure." Human Services Monography Series, No. 13, April, 1979. (DeKalb, IL: Center for Governmental Studies, Project SHARE, Northern Illinois University, 1979).

Alabama Advisory Council on Vocational Education. A Message to Local Advisory Councils on Vocational Education. (Auburn, AL: AACVE, 1979).

American Association of Community and Junior Colleges. Community Education-Work Councils: The AACJC Projects Second Year Report. (Washington, D.C., 1979).

American Association of Community and Junior Colleges. The Comprehensive Employment and Training Act of 1978: How Community, Junior and Technical Colleges Can Participate. (Washington, D.C.: 1980).

American Vocational Association. Youth Unemployment: Solving the Problem. (Arlington, VA: AVA, 1978).

Apker, Wesley. Policy Issues in Interrelating Vocational Education and CETA. Occasional Paper No. 56 (Columbus: Ohio State University National Center for Research in Vocational Education, 1979).

Atteberry, Jim W. and David W. Stevens. A Vocational Educator's Guide to the CETA System. Critical Issues Series, No. 3. (Arlington, VA: American Vocational Association, 1980).

Barton, Paul E. and Bryna Shore Fraser. Between Two Worlds: Youth Transition From School to Work. Vol. I: Problems, Conditions, and Issues. (Washington, D.C.: Center for Education and Work, National Manpower Institute, 1978).

Brower, Sally M. Case Studies of Vocational Education--CETA Coordination: A State of the Art Report. Vol. I. Interim Report. (Raleigh, N.C.: Conserva, Inc., 1980).

Brower, Sally M, et al. Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977. Final Report. (Raleigh, NC: Conserva, Inc., 1980).

Brower, Sally M. Mechanisms for Vocational Education--CETA Coordination: A State of the Art Report. Vol II. Interim Report. (Raleigh, NC: Conserva, Inc., 1980).

Bruno, Lee. Intake and Assessment: CETA Program Models. (Washington, D.C.: Employment and Training Administration - DOL, 1978).

Butler, Erik Payne and Jim Darr. *Lessons From Experience: An Interim Review of the Youth Employment and Demonstration Projects Act*. (Waltham, MA: Center for Public Service, Brandeis University, 1980).

Campbell-Thrame, Lucille. *CETA Vocational Linkage*. A Paper presented at the CETA Vocational Linkage Conference.(Columbus, Ohio, March 28-29, 1979).

CETA/Higher Education Linkage Newsletter. (Columbus: CETA/Higher Education Linkage Project, Center for Human Resource Research, The Ohio State University, 1981).

CETA Postsecondary Education Linkage Project Newsletter. (Springfield, IL: Illinois Board of Higher Education, 1981).

Diaz, William A., et al. *The Youth Entitlement Demonstration--Second Interim Report on Program Implementation*. (Manpower Demonstration Research Corporation, March, 1980).

Drewes, Donald W. *The Context of Vocational Education--CETA Coordination: A State of the Art Report*. Vol. III. Interim Report. (Raleigh, NC: Conserva, Inc., 1980).

Drewes, Donald W., Sally M. Brower and Melinda Salkin. *A Guide to Serving Youth Together*. (Raleigh, NC: Conserva, Inc., January, 1980).

Education-For-Work Linkage News. (Texas A & M University and Texas Engineering Experiment Station, College Station, Texas).

Employment and Training Administration. *Apprenticeship and CETA Technical Assistance Guide*. (Washington, D.C.: DOL, 1979).

Employment and Training Administration. *Involving Private Employers in CETA Programs: A Case Study*. (Washington, D.C.: DOL, 1979).

Employment and Training Administration. *On-the-Job Training and the Private Industry Council*. (Washington, D.C.: DOL, 1980).

Fazio, Ernest, J., Jr. and Particia F. Kelly. *A Study of CETA Plans and Reservation Economic Development*. Final Report. (San Francisco: Urban and Rural Systems Associates, 1978).

Franklin, Paul L. *The Comprehensive Employment Training Act: A Guide for Education*. (Princeton: College Board Publication Orders, 1979).

Franklin, Paul L. and Raymond J. Lewis. *A Guide to Service Programs for In-School Youth: CETA Working with Education*. (Salem: Oregon Employment Division, 1980).

Ideas for Action in Education and Work. (Northwest Regional Educational Laboratory, 300 S.W. Sixth Ave., Portland, Oregon).

Illinois Board of Higher Education. CETA/Postsecondary Education Linkage Project. Final Report. October 1, 1979-September 30, 1980. (Springfield, IL: Illinois Board of Higher Education, 1980).

Jones, Joan et al. Work Experience and Academic Credit: Issues and Concerns. (Columbus, Ohio State University National Center for Research in Vocational Education, 1979).

Knight, Lucy. How Postsecondary Education Can Play a Greater Role in CETA Programs. (Chapel Hill: Center for Educational Policy, Institute of Policy Sciences and Public Affairs, 1979).

Kropp, Richard R. "CETA and the Universities: The Role of Four-Year Institutions in the Employment and Training System." Journal of Comprehensive Employment and Human Resources Development, Vol. 7, # 1, May, 1980.

Lamar, Carl F. and Devert J. Owens, A Study of CETA/Vocational Education Coordination, Cooperation, and Collaboration in Kentucky.(Lexington, KY: University of Kentucky, Dept. of Vocational Education, June, 1980).

Lecht, Leonard A. and Marc A. Matland. Involving Private Employers in CETA Programs: A Case Study. R & D Monograph 75. (Washington, D.C.: Employment and Training Administration - DOL, 1979).

Lesser and Ogden Associates. Youth Chance: A Program of the San Francisco Mayor's Office of Employment and Training. (San Francisco, 1980).

State of Louisiana, CETA/Vocational Education Task Force Committee. CETA/Vocational Education Coordination in Louisiana: A Special Task Force Progress Report. (Baton Rouge, LA: State of Louisiana, July, 1979).

Mackie, Laurence G. and George Eppley. CETA and the Community College. (Cleveland, Cuyahoga Community College, 1978).

Mandel, Sheila, Loren Solnick and Manpower Demonstration Research Corp., A Preliminary Estimate of the Impact of Youth Entitlement on School Behavior. (Washington, D.C.: Office of Youth Programs, U.S. DOL, October, 1979).

Mangum, Garth L. Career Education and the Comprehensive Employment and Training Act. (Washington, D.C.: U. S. Dept. of Health, Education and Welfare, February, 1978).

Marshall, Ray, et al. Youth, U.S. Department of Labor and Training Administration. (Office of Youth Programs, 1979).

Maryland CETA/Education Task Force, Rolf Blank, Kirschner Associates, Director. Academic Credit for Work Experience in Maryland. (Washington, D.C.: National Association of State Boards of Education, April, 1979).

Meyers, Russell W., Wesley Apker, and Anne Radford Court, Educational Governance and Youth Employment Issues, Vol. II (Washington, D.C.: National Association of State Boards of Education, August, 1979).

Middle Cities Education Association, C. Robert Muth, Director. A Project to Describe and Evaluate the Impact of the 1976 VEAs Upon CETA-Post-Secondary Vocational Programs and Organizational Linkages with Emphasis on the Utilization of CETA Title I 5% Monies. (Lansing, Mich.: Middle Cities Education Association, March, 1979).

Miner, Carol S. et al. Offender Research Project. A Handbook for Designing and Implementing Offender Programs. (Jacksonville, FA: Jacksonville Community Council, Inc., 1980).

Minnesota CETA-Education Task Force. Planning Together: A Guide for CETA and Education Program Planners. (St. Paul, MN: Minnesota CETA-Education Task Force, August, 1979).

Muth, C. Robert (Dr.). CETA Linkages with Post-Secondary Vocational Education. (Proaction Institute, March, 1979).

National Association of State Boards of Education. Barrier Identification and Strategy. Delineation--A Collaborative Approach. (Washington, D.C.: NASBE, November, 1979).

National Association of State Boards of Education. CETA-Education Collaboration in Three States, Volume I. (Washington, D.C.: National Association of State Boards of Education, August, 1979).

National Association of State Boards of Education. Career Education Policy Development and Implementation: A Collaborative Approach. Final Report, October 1, 1978-October 31, 1979. (Washington, D.C., 1979).

National CETA Reader. (Peabody, MA: Employment and Training Resources, Products and Publications Division).

National Council on Employment Policy. Final Report. Youth and Local Employment Agenda: An Analysis of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act: Overview and Area Summaries. (Washington, D.C.: National Council on Employment Policy, January, 1981).

National Council on Employment Policy. An Employment and Education Agenda for Youth in the 1980's. (Washington, D.C.: U. S. DOL, March, 1980).

New York State Education Dept. Bureau of Occupational Education Research. A Follow-up Study of the CETA College Adapter Program. (Albany, NY: 1978).

O'Hara, Leonard F. A Successful Training Program for Bilingual (Spanish/English) Nurse Aides. (Pennsylvania, PA: 1980).

Office of Career Education. Nine Success Stories: LEA/CETA Collaboration, YETP, In-school Programs. (Washington, D.C.: Department of Education, 1979).

Office of Youth Programs. Impacts of YEDPA on Education/CETA Relationships at the Local Level: Five Case Studies. (Washington, D.C.: DOL, 1978).

Pines, Marion W. and James H. Morlock. Work Experience Perspectives: CETA Program Models. (Washington, D.C.: Employment and Training Administration, DOL, 1978).

Porteous, Sandra McClure. A State of the Field Study of Child Welfare Services for Migrant Children and Their Families Who are In-Stream, Home-Based, or Settled Out. Literature Review. (Washington, D.C.: Interamerica Research Associates, 1977).

Project Link. (Crawfordsville, IN: New Educational Directions, Inc. in Conjunction with the Indiana Office of Occupational Development, 1980).

Ressler, Dr. Ralph, David E. Wilson and Nancy Jones. Program Narrative--Building CETA/Vocational Education Involvement at the Local Level. (Auburn, AL: Alabama Advisory Council on Vocational Education, July, 1979).

Rist, Ray C. Forging New Relationships: The CETA/School Nexus: A Study in in the Co-ordination of Education and Employment Services (Ithaca, NY: Cornell University Youthwork National Policy Study, 1979).

Showcase, PSIP Newsletter. (Washington, D.C.: National Alliance of Business).

Southwest Center for Human Relations Studies. CETA and the Public Schools. (Norman, OK: University of Oklahoma, June, 1981).

Southwest Center for Human Relations Studies, Primer of Information for CETA/Higher Education Relationships. (Norman, OK: University of Oklahoma, March, 1981).

Spann, Jerry. Career Exploration and Specialization: A New Training Design for Adult and Youth Work Experience. Concept Paper and Synopsis. (Madison, WI: Dane County Affirmative Action Office, 1977).

Squires, Gregory D. Bridging the Gap: A Reassessment. (St. Paul, MN: Minnesota State Advisory Committee to the U.S. Commission on Civil Rights, 1978).

Sultan, Paul. CETA Linkages in Illinois. 5 volumes. (Edwardsville, IL: Southern Illinois University, September 12, 1979).

United States Conference of Mayors. CETA-Vocational Education Coordination: A Status Report. (Washington, D.C.: U. S. Conference of Mayors, November, 1979).

United States Conference of Mayors. CETA Vocational Education Coordination: Highlights of Selected Studies. (Washington, D.C.: U. S. Conference of Mayors, January, 1981).

U. S. Department of Labor. *Final Report on Prime Sponsor Utilization of Colleges and Universities in the Implementation of CETA Youth Programs.* (Washington, D.C.: U. S. DOL, 1979).

The Vice President's Task Force on Youth Employment--Private Sector. *Education Roundtable Series, Final Report.* (Waltham, MA: Center for Public Services, Brandeis University, October, 1979).

Whitson, Karin Stork, et al. *Urban CETA-Based Guidance Sources.* (Columbus, OH: The National Center for Research in Vocational Education, 1979).

Wilson, Thurlow R., et al. *Employment Services for Older Job Seekers. Final Report.* (Alexandria, VA: Human Resources Research Organization, 1978).

Wurzborg, Gregory. *Improving Job Opportunities for Youth: A Review of Prime Sponsor Experience in Implementing the Youth Employment and Demonstration Projects Act.* (Washington, D.C.: National Council on Employment Policy, DOL, 1978).

Wurzborg, Gregory and Joseph Colman. *Involving Schools in Employment and Training Programs for Youth.* (Washington, D.C.: Office of Program Evaluation, Employment, and Training Administration, DOL, 1979).

Youth Employment Education Unit. *Partners: CETA/Education/Youth.* (St. Paul, MN: Division of Special Services, Minnesota Dept. of Education, 1979).

Youth Link. (Washington, D.C.: Youth Policy Institute).

Meshing Economic Development with CETA: Model State Programs. Working Paper #3. (Washington, D.C.: National Governors' Association, Employment and Vocational Training Program, 1981).

Pressman, Harvey. *Linking School and Work: Promising Practices From a National Demonstration.* (Washington, D.C.: Youthwork, Inc. 1981).

APPENDIX I

SURVEY INSTRUMENT

INTERVIEW AND CASE STUDY OUTLINE

1. Name
2. Address
3. Telephone Number
4. Parent Body (if any)
5. Type of Organization (Public, Private, Non-Profit)/Board Makeup
6. Name of Key Personnel/Organizational Structure
7. Affiliations and Linkages with Other Organizations
8. History/Background
9. How Organization Sees Itself (Mission/Project/Goals)
10. Funding Sources
11. Geographic Area It Seeks to Serve/Community-Neighborhood Linkages
12. Number of Personnel on Project
13. Budget
14. Relation to CETA
15. Official Documentation (Flyers/Brochures/News Releases)
16. Reports issued, if any. Project results, if any.
17. Linkages Implemented or Suggested (Models, curricula,T.A., other)
18. Limitations, Restrictions, Problems
19. Evaluation

APPENDIX II

PROJECTS RESPONDING TO SURVEY

Michelle M. Hartman
Program Specialist
CETA Education Linkage
Education Development Center
1505 Caseyville Avenue
Belleville, Illinois 62220

Phyllis Fletcher
Day Probation Program
618 East Orchard
Decatur, Illinois 62521

B. V. Rosser
Decatur Area Vocational Center
300 East Eldorado Street
Decatur, Illinois 62523

Linda Smith
Macon County Job School
Adult Educational Academy
1401 East Eldorado Street
Decatur, Illinois 62521

Sam Moscato
Project Director
SE Service Region
1860 63rd Street
Downers Grove, Illinois 60515

Kevin Graw
Project SOAR
College of DuPage
22nd and Lambert
Glen Ellyn, Illinois 60137

Otto W. Schweinberger
Dean - Continuing Education
and Community Services
Black Hawk College
6600 34th Avenue
Moline, Illinois 61265

Stephan K. Bradshaw
Director
Industrial Based Programs
John Wood Community College
1919 North 18th Street
Quincy, Illinois 62301

Toni C. Harris
Director
CETA/Postsecondary Education
Linkage
Board of Higher Education
500 Reisch Building
4 West Old Capitol Square
Springfield, Illinois 62701

Carol W. Walters
Training, Inc.
Suite 532
401 N. Wabash
Chicago, Illinois 60611

Carman Bibbo
San Diego County Technical
Training Center
245 Bent Avenue
San Marcos, California 92069

H. Mahlon Harmon
Executive Director
Youth for Service
25 14th Street
San Francisco, California 94103

Donald A. Casella
San Francisco State University
Career Center
1600 Holloway Avenue
San Francisco, California 94132

Projects Responding to Survey (Continued)

Lois Levin
State of Connecticut
Office of Policy and Management
Employment and Training Division
55 Elizabeth Street
Hartauft Hall
Hartford, Connecticut 06105

O.I.C. in Washington
3224 16th Street, N.W.
Washington, D.C. 20010

Edward Hailes
Director
Washington Institute for
Employment Training, Inc.
3224 Sixteenth St., N.W.
Washington, D.C. 20010

The Prometheans, Inc.
Washington, D.C. Chapter
Adopt-A-School Program
Suite 503
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Leford Tobias
Community Self-Help Co-op, Inc.
2741 W. Edgewood Avenue
Jacksonville, Florida 32209

Sandra W. Scaggs
Solar Project Administration
Mid-Florida Technical Institute
2900 West Oak Ridge Road
Orlando, Florida 32809

Chuck Mollerup, SOICC
Len Jordan Building
650 W. State Street
Boise, Idaho 83720

John Fitzsimmons
Cumberland County Youth Program
107 Elm Street
Portland, Maine 04106

Cumberland County Career Guidance
130 Wescott Road
South Portland, Maine 04106

Melvin Silberberg
Director, CETA Office
Div. of Occupational Education
Department of Education
31 St. James Avenue
Boston, Massachusetts 02116

Sharon Mule'
Director
CETA Linkage Project
3554 White Bear Avenue
White Bear Lake, Minnesota 55110

Richard White
Alternative Program
301 Third Street, N.W.
Austin, Minnesota 55912

Danna Mark
Basic Skills Development Design
800 Central Entrance
Duluth Public Schools
Duluth, Minnesota 55811

Jim Rossbach
Katherine Curran School
1600 Excelsior Blvd, West
Hopkins, Minnesota 55343

Michael Maher
SEMCAC, Inc.
P.O. Box 549
Rushford, Minnesota 55971

Tom Byrne
Track II
192 W. 9th Street
St. Paul, Minnesota 55102

Don Seeberger
CETA Education Summer Program
P.O. Box 550
1009 N.E. 16th Street
Willmar, Minnesota 56201

Frank Fabish
East Range Special Education
Coop
Technical Building
Virginia, Minnesota 55792

Projects Responding to Survey (Continued)

Frank Parsons
Director
Youth Employment Training Program
750 North Congress Street
Jackson, Mississippi 39202

Dr. Thomas Scherer
Coordinator
Adult Basic Education Programs
Nebraska Department of Education
Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

Dr. Elton Mendenhall
West 300 Nebraska Hall
University of Nebraska
Lincoln, Nebraska 68588

Maria Lopez
Project Director
Vocational Education/CETA
200 Madison Avenue
New York, NY 10016

Melvin G. Pye, Jr.
Director
Inroads/Cleveland, Inc.
3101 Euclid Avenue
Cleveland, Ohio 44115

Dr. Vladimir Rus
Director
Office of Employment Planning
and Development
Cuyahoga Community College
700 Carnegie Avenue
Cleveland, Ohio 44115

CETA/Education Linkage Project
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402

CETA-Higher Education Linkage
Program
Belmont Technical College
Interstate 70 at State Route 331
St. Clairsville, Ohio 43950

CETA/Education Linkage Project
Clark Technical College
570 East Leffels Lane
Springfield, Ohio 45505

Al Neff
Director
Center for Human Resource Research
5701 N. High Street
Worthington, Ohio 43085

Dr. Michael Barus
Director
Center for Human Resource Research
Ohio State University
5701 N. High Street
Worthington, Ohio 43085

Nancy Mayle
Acting Chief
Ohio Career Information System
309 S. Fourth Street
Columbus, Ohio 43215

Becky Edwards
Executive Director
United Cerebral Palsy Center
681 East Sixth Avenue
Lancaster, Ohio 43130

Gregory Shinert
S.W. Center for Human Relations
Studies
Bldg. 4 - 555 Constitution Avenue
University of Oklahoma
Norman, Oklahoma 73069

Dr. Griffith Dudding
Suite 410 - City Towers
301 Chestnut Street
Harrisburg, Pennsylvania 17101

Jacqueline Cullen
Vocational Education Equity
Coordinator
333 Market Street
P.E. Box 911
Harrisburg, Pennsylvania 18108

Projects Responding to Survey (Continued)

H. W. Fisk Jr.
Director
Berks County AVTS
2900 St. Lawrence Avenue
Reading, Pennsylvania 19603

Gerald W. Funk
Pennsylvania Coordinator of
Occupational Competency Assessment
Commonwealth of Pennsylvania
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Hendrik B. Koning
Philadelphia Electric Company
2301 Market Street
Philadelphia, Pennsylvania 19101

Al Glassman
Director
Career Education
J. F. Kennedy Center
734 Schuylkill Avenue
Philadelphia, Pennsylvania 19101

Katy Greenwood, Ph.D.
Project Director
Education-for-Work-Linkage
Project
Texas A & M University
College of Education
College Station, Texas 77843

Macey Reasoner
Project Coordinator
Linkage Project
Institute of Labor & Industrial
Relations
College of Business Administration
University of Houston
Houston, Texas 77004

Jeanne Van Vlandren
Director
State of Vermont
Agency of Human Services
Comprehensive Employment and
Training Office
103 South Main Street
Waterbury, Vermont 05676

Norma Thompson
CESA #17 - Pinehurst Building
Highways 51 & 14
Janesville, Wisconsin 53545

Arlys Gessner
Planning Analyst
Governor's Employment and
Training Office
30 W. Mifflin Street
Madison, Wisconsin 53703

Richard Tepp
Administrative Assistant
Seymour Community School District
10 Circle Drive
Seymour, Wisconsin 54165

APPENDIX III

PROJECTS RESPONDING TO SURVEY INSTRUMENT

(Listed by organizational type)

Local Education AGency (LEA)

Decatur Area Vocational Center
Decatur, Illinois

S.E. Service Region
Downers Grove, Illinois

Solar Project Administration
Mid-Florida Technical Institute
Orlando, Florida

Cumberland County Career Guidance
South Portland, Maine

Alternative Program
Austin, Minnesota

Basic Skills Development Design
Duluth, Minnesota

Katherine Curran School
Hopkins, Minnesota

TRACK II
St. Paul, Minnesota

East Range Special Education Group
Virginia, Minnesota

CETA Linkage Project
White Bear Lake, Minnesota

Youth Employment Training Program
Jackson, Mississippi

Career Education
J. F. Kennedy Center
Philadelphia, Pennsylvania

Seymour Community School District
PACE - Personal Academic Career Education
Seymour, Wisconsin

Educational Service Region (ESR)

Partners-Education, CETA, Youth
Belleville, Illinois

Macon County Job School
Adult Educational Academy
Decatur, Illinois

CESA #17
Janesville, Wisconsin

Local Prime Sponsor

Cumberland County Youth Program
Portland, Maine

Vocational Education/CETA
New York, New York

Community Based Organization

SEMCAC, Inc.
Rushford, Minnesota

Community Self-Help Co-op, Inc.
Jacksonville, Florida

Projects Responding to Survey Instrument (Continued)

Private, Non-Profit

O.I.C. in Washington
Washington, D.C.

The Prometheans, Inc.
Adopt-A-School Program
Washington, D.C.

Washington Institue for Employment
Training, Inc.
Washington, D.C.

Inroads/Cleveland
Cleveland, Ohio

United Cerebral Palsy Center
Lancaster, Ohio

Philadelphia Electric Company
Philadelphia, Pennsylvania

State Department or Agency

Office of Policy & Management
Employment & Training Division
Hartford, Connecticut

SOICC
Boise, Idaho

CETA Education Summer Program
Willmar, Minnesota

Ohio Career Information System
Columbus, Ohio

Project Assist
Suite 410 - City Towers
Harrisburg, Pennsylvania

Vocational Education Equity
Coordinator
Harrisburg, Pennsylvania

Agency of Human Services - CETA
Waterbury, Vermont

Governor's Employment & Training
Office
Madison, Wisconsin

State Department of Education

Pennsylvania Coordinator of
Occupational Competency Assessment
Harrisburg, Pennsylvania

University of Nebraska
Lincoln, Mebraska

Adult Basic Education Programs
Lincoln, Nebraska

Division of Occupational
Education
Boston, Massachusetts

CETA/Postsecondary Education
Linkage
Springfield, Illinois

Projects Responding to Survey Instrument (Continued)

Community College

Black Hawk College
Moline, Illinois

Project SOAR
College of DuPage
Glen Ellyn, Illinois

Industrial Based Programs
John Wood Community College
Quincy, Illinois

CCC
Office of Employment Planning & Development
Cleveland, Ohio

Sinclair Community College
Dayton, Ohio

Technical College

Clark Technical College
Springfield, Ohio

Belmont Technical College
St. Clairsville, Ohio

Post-Secondary College

Linkage Project
Houston, Texas

Education-for-Work Linkage Project
College Station, Texas

Center for Human Resource Research
Worthington, Ohio

Vocational-Technical School

Berks County AVTS
Reading, Pennsylvania

APPENDIX IV

ILLINOIS LINKAGE PROJECTS

Illinois has many successful projects involving educational institutions at various levels. One shortcoming in the present system is the lack of a unifying principle or strategy for the transition from school to work and the means to analyze projects on the basis of their contribution to the overall process. For example, the State Board of Education has funded 24 projects in its FY'81 CETA/Education Linkage Project. DCCA has funded 18 projects under its FY'81 Governor's Education Linkages Program; 21 projects under its FY'81 Governor's Statewide Youth Services Program of which 3 involve educational organizations or institutions and 11 which entail some "classroom training"; and 45 projects under its FY'81 Coordination and Special Services Program of which 20 involve educational organizations or institutions and 6 which entail some "classroom training". In short, there is much activity in terms of cooperation and communication; however, the amount of coordination is open to some question. Knowledge of the existence of these projects is often sketchy. The results of projects in many instances do not reach other participants nor are they evaluated systematically for their potential impact on the state as a whole. This is especially true given the multilayer prime sponsor system which does not necessarily involve the state educational system or DCCA in its own linkage planning or evaluation. Nevertheless, many projects accomplish their goals and make significant contributions to their local area and the state.

Among the projects funded this year are those sponsored by the State Board of Education. These include projects in a variety of categories.

Community and Junior Colleges

Black Hawk College, Moline

PROJECT ENABLE

The intent of this project is to provide assessment counseling and other support services and college readiness, practical skills for employment, career exploration and job search skills training specifically designed for CETA underserved/disabled populations, and to develop and share materials between the various linkage agencies which would explain the mandates, processes, and limitations of each agency and to offer workshops and seminars on how to more effectively meet the needs of these populations.

College of Lake County, Grayslake

PRE-GED, GED, PRE-VOCATIONAL, EXPERIENTIAL WORK STRANDS (PREVIEWS)

Under the direction of a project director, experienced ESL/GED career, and/or counselors will devise a two-strand competency based curriculum. One strand will prepare limited English speaking persons for successful GED testing; the other strand will include pre-vocational skills appropriate to the assessed abilities of limited English speaking participants.

Champaign/Ford Regional Office of Education, Rantoul - Parkland College

CAREER INFORMATION SERVICE

The subgrant provides the necessary services to assist local school districts in making effective use of the career and employment information available through the Vocational Information Program (VIP) system.

Illinois Central College, East Peoria

COUNSELING SERVICES FOR BOS AND McLEAN COUNTY CETA PARTICIPANTS

This project links Illinois Central College, Regions 3, 6 and 11 of the Balance of State and McLean County Prime Sponsor in the use of counseling services for its CETA participants. Prescreening and vocational counseling will be made available, in conjunction with workshops, seminars, and an orientation session, in order to provide participants with a well rounded education.

Joliet Junior College, Joliet

COMMUNITY RESOURCES AND TELECOMMUNICATIONS LINKAGES

The project is designed to serve CETA eligible in-school youth 14 years of age or older and out-of-school individuals 16 years of age or older. In developing a Community Resource Section for the Telephone Information System the opportunity will be made available to CETA eligible individuals to become aware of the community resources and service available to them and of the agencies that provide these services.

Kishwaukee Community College, Malta

RESOURCE AND PERSONNEL SHARING TO ENHANCE SECTOR LINKING (CONTINUATION)

The intent of this project is to continue the development of a series of materials and private sector career exploration resources that could be used by CETA in-school and summer programs. Local industries are being assessed as to needs in terms of skill competencies necessary for entry level positions.

These re-employment competencies will be incorporated into the regular in-school CETA program with target populations of Trainable Mentally Handicapped, Educable Mentally Handicapped, and Learning Disabled students.

Lewis and Clark Community College, Godfrey

PRE-APPRENTICESHIP TRAINING PROGRAM FOR WOMEN

The objective of this program will be to demonstrate a pre-apprenticeship model approach of exploration, orientation and preparation to elevate women from unemployment or underemployment to successful non-traditional employment in the building trades.

Carl Sandburg College, Galesburg

COMMUNITY LINKAGE NETWORK AND ASSESSMENT MODEL

The intent of this subgrant is to develop a plan to survey and coordinate the education/training programs which meet specific needs in Knox County. A Community Linkage Council has been established, which will identify gaps in the education/training programs through reviews of the labor market supply and information and identified employer's needs.

Spoon River College, Canton

PROJECT CAREER

The project proposes to establish a model comprehensive vocational assessment center to accurately uncover the vocational needs of 100 CETA clients in 21 occupational areas, thereby increasing the potential for meaningful and successful job training. The Career center will use the Vocational Evaluation System (VES) produced by the Singer Company, to accomplish a non-threatening, "hands-on" assessment of participants' abilities, aptitudes, interests and tolerances for specific job areas.

Stephenson Area Career Center, Freeport - Highland Community College

VOCATIONAL ASSESSMENT OF SPECIAL NEEDS' CLIENTS TO ASSIST IN DETERMINING MOST ADVANTAGEOUS TRAINING OR JOB PLACEMENT

The intent of the subgrant is to provide the continued and expanded utilization of vocational evaluations (based on past project experience) which provides a vocational assessment and recommendations for the special needs population. Appropriate vocational plans will be formulated for CETA referred 16-19 year old out-of-school youth and CETA eligible 14-18 year old youth enrolled in participating high schools.

Educational Services Regions

Alexander County Education Service Region, Cairo

HOW TO LINK

The major objectives of this project are to (1) provide inservice training to area (5 County Region) personnel of CETA, Job Service and educational agencies in linkage concepts, strategies and approaches, (2) provide vocational counseling, pre-employment skills instruction and placement services; and (3) provide career and placement counseling services to parents of participating students.

Monroe-Randolph Educational Service Region, Red Bud

CETA LINKING SCHOOL AND COMMUNITY

This linkage model is designed to provide career counseling, career education, and employability skills to CETA eligible youth 16-20 years of age experiencing educational needs, as well as entry level job preparation needs. Programs will be coordinated to provide CETA labor market orientation, skilled employability training and on-site practice work assignments in areas of skill training.

St. Clair County Education Service Region, Belleville

BUILDING TRADES EMPLOYABILITY TRAINING

This project is designed to develop an exportable model Employability Readiness Training Program which enables CETA eligible youth to gain entry level academic and occupational survival skills requisite to successful completion of apprenticeship training in the building trades. A curriculum is being developed which will include basic academic training, personal skills training, and competency based education training related to business management and occupational knowledge, as well as occupational survival skills.

Local School Districts

Highland Community Schools, Highland

ANOTHER WAY

The major objective of the project is to increase the employability of CETA eligible, low-achieving, "high-risk" students by providing alternative schooling leading to a regular high school diploma rather than a GED. The project activities include (1) identifying the eligible target population, (2) identifying teachers whose skills and personalities lend themselves well to working with the target population, and (3) evolving a uniquely suited curriculum in basic skills plus career education, and (4) offering night-time flexibility to meet student needs.

DeKalb Community Unit School District 428, DeKalb - Northern Illinois University - Highland Community College

HARVEST OF HOPE: LIFE-CENTERED EDUCATION

The emphasis of this project is to coordinate programs and services provided through both the educational system and the CETA training system for secondary migrant youth. The project's goals of linkage, development of instructional/curricula activities, staff development, and dissemination will impact on other migrant programs in Illinois and Texas. The project plans to provide direct education to migrant youth through a summer program as well as to inservice all personnel in the linkage network as to the vocational education needs of this special population.

Special Education

Eastern Illinois Area of Special Education, Mattoon

CONTINUATION: EIASE MODEL EDUCATION/CETA LINKAGE PROPOSAL, VOCATIONAL LIAISON COORDINATOR COMPONENT

This grant will allow for the funding of the Vocational Liaison Coordinator to insure the continuation of the established linkage activities. The goals of this project are to provide "basic education or remedial education geared toward job preparation" which emphasizes "career counseling services including screening programs for special needs students."

Eastern Illinois Area of Special Education, Mattoon

MODEL CETA LINKAGE/EDUCATION EXPANSION PROJECT

This project will enable Eastern Illinois Area of Special Education, 2 CETA program agents, Eastern Illinois University Youth Unemployment Training Program for service to Senior Citizens (YETP) and the Department of

Rehabilitiation Services to continue to work in a cooperative effort. It will enable the 4 agencies to identify students (clients), provide classroom training, evaluate and develop potential training sites and develop methods and procedures to implement the project objectives in a cooperative effort.

Special Education District of Lake County, Gurnee

CAREER AWARENESS EDUCATION THROUGH COMPUTER PROGRAMMING

The intent of this project is to develop a Career Awareness Education curriculum for hard of hearing/deaf students. The curriculum will be a model for individualized career awareness programs for use with microcomputers. A resource team will review existing career awareness materials and develop them into a deliverable curriculum.

Springfield Public Schools District 186, Springfield

VOCATIONAL EDUCATION BROCHURE ROADMAP TO EMPLOYMENT

This project proposes to develop a text which would inform persons who are handicapped and, if appropriate, their parents of the basic rights and opportunities for adequate training because of a lack of knowledge of resources and rights, and assist parents in developing improved individual education plans.

Vocational Centers

Bloomington Area Vocational Center, Bloomington

McLEAN COUNTY SUMMER YOUTH PROGRAMS,
ADMINISTRATIVE LINKAGE-PROJECT I

The project is designed to establish a flexible, coordinated and centralized administration system for the McLean County Summer Youth Programs, to assure that training and other support services lead to maximum employment opportunities for students, and to enhance better relationships between and/or among the schools in McLean County, Bloomington Area Vocational Center and the McLean County CETA office. The project is a consolidated effort of the 2 summer youth programs to eliminate duplication of services and allow for an exchange of information and ideas which will help promote a more efficient delivery to participants.

Lake County Area Vocational Center, Grayslake

BUSINESS DATA PROCESSING COMPUTER ASSISTED COMPETENCY-BASED INSTRUCTION

The project is designed to develop a computer assisted competency based instruction program. Specifically the project will develop programs for a microcomputer that will assess an individual's data processing skills and provide that person with enough information in order to make a proper career choice.

Other Projects

Kane County CETA Services, Geneva

KANE COUNTY CETA/EDUCATION LINKAGE PROJECT

The project objective is to serve 14-15 year old CETA youths by increasing: (1) their mathematics and reading levels, (2) the degree of documented planning for the high school programs in which they are engaged, and (3) the degree of pre-employment skills instruction and career exploration in which they are engaged, measured by documented activities, competency based where possible.

Tri-County Industry-Education-Labor Council, East Peoria

CAREER GUIDANCE INSTITUTE

The major purpose of the project is to provide inservice training for teachers, counselors, and CETA personnel to introduce concepts, objectives and activities that will increase their awareness and skills in the area of career guidance to CETA eligible youth. The Career Guidance Institute will provide classroom activities, inservice workshops and field experiences using business, industry, health care professions, labor, government, CETA agencies and private industry councils as resources.

Vermillion County Public Service Employment Program, Danville

LINKAGE PROGRAM FOR HANDICAPPED STUDENTS

The project objective is to encourage handicapped students to use whatever skills they have, e.g., grades, attendance, attitudes, interest, and adaptability, in training for their future employment. Targeted students are those not severely handicapped enough to be in the Department of Rehabilitation's program, but having a poor history of participation in the high school Cooperative Education program. These CETA eligible students will be enrolled in a Special Education Curriculum, at least one state approved vocational class, and make use of in-school employment.

The FY'81 Governor's Educational Linkages Program includes:

State Agencies

State Board of Education, Springfield

CETA EDUCATION LINKAGE

The project will provide for the development of linkages between CETA and local educational agencies. Project activities include the provision of technical assistance in the development of joint agreements, information exchanges, model linkage development, curriculum development and appropriate educational offerings, as well as the elimination of barriers in the educational system.

State Board of Higher Education, Springfield

CETA/POSTSECONDARY LINKAGE

The project will utilize existing resources within postsecondary education to serve the program needs of CETA and its clients. Project provides for (1) analysis of CETA needs and objectives and the identification of existing programs in postsecondary education that could meet those objectives; (2) provision of information to prime sponsors and to postsecondary institutions with the goal of achieving linkages; (3) development of models of linkages and assessing their strengths and weaknesses; and (4) development of an ongoing relationship with state staff, prime sponsors and the various postsecondary public and private institutions related to CETA.

Postsecondary Institutions

Champaign Consortium, Champaign

IMPROVING JOB-SEEKING SKILLS THROUGH COMPUTER-BASED EDUCATION

The project will link the University of Illinois, Parkland College, and the Champaign Consortium through the use of the PLATO (Programmed Learning for Automated Training Operations) system to improve job search skill needs of CETA applicants and participants through the use of interviews. Information will also be collected on the responses of CETA applicants and participants to existing PLATO programs and methods.

College of Lake County, Grayslake

RESEARCH IN ACCREDITING EFFORTS (REA)

The project will study the entire concept of offering academic credit through both secondary and postsecondary schools for CETA activities in Illinois, and will conduct a nationwide literature search on that subject. The project will concentrate on obtaining information about successful programs operating in Illinois, where they exist, how accreditation works, problems with programs, and attitudes of persons involved. Model programs from other midwestern states will be analyzed for applicability in Illinois.

Eastern Illinois University, Charleston

GOVERNOR'S CETA GRANT PROGRAM EVALUATION PROJECT

The project will provide for the evaluation of specific subgrants funded by the Department of Commerce and Community Affairs, Governor's CETA Grant Program. Evaluator responsibilities include: (1) implementation of established evaluation design; (2) participation in negotiating evaluation designs for upcoming FY'81 subgrants; (3) implementation of the negotiated evaluation designs; and (4) development of a "Comprehensive Final Evaluation Report" for subgrants reviewed.

Eastern Illinois University, Springfield

CAREER INFORMATION DELIVERY SYSTEM

The project will establish the Career Information Delivery System (CIDS) for the purpose of developing and delivering accurate and locally-relevant occupational information to clients in a variety of different groups, including high school students, rehabilitation clients, economically disadvantaged youth and adults, welfare recipients and college students. The Illinois CIDS will use a combination of on-line computer terminals and printed booklets to deliver the information to clients.

Lewis and Clark Community College, Godfrey

PRE-APPRENTICESHIP TRAINING FOR WOMEN

The project provides for a unique experimental approach to assist women in overcoming the problems of transition from unemployment or underemployment to non-traditional employment. Project will expose women to the construction industry with specific in-depth exploration in one of the following building trades occupations: painters, electricians, sheet metal workers and carpenters. The project will serve 40 females through a structural 16 week program which will combine on-site and classroom occupational exploration.

Northern Illinois University, DeKalb

MODEL CETA EVALUATION FOR PRIME SPONSORS

The project provides for the development of an evaluational model that will be of practical utility to the prime sponsors. Major project objectives during the first phase includes a comprehensive review of the evaluation literature. During the second phase, project staff will work closely with the local prime sponsor to become totally familiar with the operations and informational needs of prime sponsors. The later phases of the project will involve the development and testing of the model and the subsequent dissemination and evaluation of its effectiveness.

Richland Community College, Decatur

MODEL OF LINKAGES FOR LOCALLY DIRECTED NEEDS ASSESSMENT
AND CURRICULUM DEVELOPMENT PROJECT

The project will complete and disseminate the final report of the "Model of Linkages for Locally Directed Needs Assessment and Curriculum Development Project." The initial project from FY'80 was designed to develop linkages between prime sponsors, local educational agencies and private sector employees.

Education Service Regions

Macon County ESR, Decatur

PROGRAM DEVELOPMENT CONSORTIUM

The project will continue to establish effective linkages between CETA deliverers and the educational community across a seventeen county area. This linkage will be through the establishment of a consortium which will control the operation of the program. Linkages will also be established through the dissemination of 5 model programs which are being tested in the 17 county area.

St. Clair ESR, Belleville

ST. CLAIR ESR/CETA LINKAGE MODEL

The project will continue to implement a multi-agency coordinated vocational education service delivery linkage system for the St. Clair Prime Sponsor. The project reflects a realistic 3 county area approach for improving vocational education training and employment potential for CETA participants by providing an effective linkage team effort that has incorporated all agencies (public and private) which provide vocational services for area CETA participants.

Will County ESR, Joliet

VOCATIONAL ASSESSMENT CENTER

The project proposes to evaluate the usefulness of a formal assessment of participants. The participant, of the local prime sponsor, will undergo extensive testing based on individual need to determine suitability to training programs or placement.

Alexander-Pulaski Union Vocational Center, Tamms

DEVELOPMENT OF LINKAGE MODEL OF OPERATION

The project proposes to establish linkages between prime sponsors and educational institutions and to encourage and support job development/placement activities jointly delivered by employment and training agencies and appropriate educational agencies and institutions.

Alternative Schools

New Start, Inc., Springfield

OPEN LEARNING CENTER

The project will provide classroom training to 50 high school drop-outs, ages 16-21. The classroom training component will be conducted as an Open Learning Center utilizing an alternative curriculum . This curriculum includes basic or remedial education, vocational exploration and orientation, employability skill training, and post termination services.

New Start, Inc., Springfield

INNOVATIVE ALTERNATIVES TO CAREERS IN CRIME

The project will provide 91 participants with services in the Comprehensive Occupational Assessment and Training System and Life Skills Program. The services are intended to enhance proper work habits and job seeking skills. The program will also offer hands on experience to the participants in order to prepare them for employment.

Other Projects

Community Economic Development Association, Chicago

CEDA YOUTH ADVOCACY PROJECT

The project will develop effective linkages between CEDA East Chicago Heights and Chicago Heights Service Centers and local organizations for the sponsorship, advocacy and placement of 30 job ready youth into private sector employment.

Illinois Farmers Union, Quincy

EVALUATION FOR THE LABOR MARKET ORIENTATION UNIFORM DELIVERY MODEL

The project will evaluate the effectiveness of the Labor Market Orientation Standardized Delivery Model which was developed in FY'80. The evaluation will include pre and post testing, instructor and participant opinions, the analysis of the assessment instrument and data, restructuring of the model, and assessing and comparing the costs

TRUST, Inc., Chicago

CETA/EDUCATION LINKAGE MODELS: RECOMMENDATIONS FOR ILLINOIS

The project will undertake a program research and policy recommendation study to advise the state on the effective use of its Title II 1% linkage funds. The TRUST CETA/Educational Linkage Study seeks to evaluate forms of collaboration among employment, training, education and rehabilitiation institutions that are most effective in facilitating the school-to-work transition. Project objectives include: 1) identification and analysis of exemplary work/education linkage projects, factors, conditions and processes; 2) assessment of successful linkages; 3) development of policy and program recommendations for the local level; and 4) development of policy and program recommendations for state level policy and program administrators.

FY'81 Governor's Coordination and Special Services Program includes projects with:

State Board of Education, Springfield

DEVELOPMENT OF RESEARCH CAPABILITY TO PRODUCE STUDENT DROPOUT STATISTICS

The project will provide demographic characteristics of high school dropouts by grade for the state, manpower planning regions, and counties for the 1979-80 and 1980-81 school years.

EDUCATION/CETA LINKAGES

The project provides for the development of linkages between CETA service deliverers and educational administrators throughout the state through information dissemination and technical assistance. Project also provides the same services to private sector employers to promote linkages.

PRIME SPONSOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAM

The project provides technical services and assistance to prime sponsors in the following: identifying possible training agencies; planning demonstration projects; preparing instructional materials; and evaluation and fiscal matters in order to bring about a closer relationship between traditional vocational education programs and CETA training and services.

Postsecondary Institutions

Eastern Illinois University, Springfield

SOURCES OF OCCUPATIONAL INFORMATION IN ILLINOIS

The project will develop and prepare an annotated directory of occupational information sources. Project will also establish a detailed list of census tabulations required to develop the Illinois Occupational Information System.

Northern Illinois University, DeKalb

ILLINOIS LMI TECHNICAL ASSISTANCE AND TRAINING PROJECT

The project proposes to develop a comprehensive labor market information (LMI) technical assistance and training (TAT) program. The project will provide for a TAT program built on the concepts of: localization/particularization and bottoms-up participation; strategic, hands-on training materials and sessions; and timely, accurate, critical technical assistance services.

PROJECT TO PRODUCE POLICY - RELEVANT INFORMATION MANPOWER PROGRAMS IN ILLINOIS

1.
The project will complete and disseminate the final report for "Project to Produce Policy - Relevant Information for Manpower Programs in Illinois." The initial project from FY'80 was designed to produce the information and establish a consortium of universities operating in concert to respond to research and data needs of the Department of Commerce and Community Affairs.

2.
The project seeks to produce policy relevant information for manpower programs, especially CETA, in Illinois. The major thrust of this work will be in the context of a research and support service to the Technical Advisory Committee on Employment and Training Data (TAC) of the Illinois Employment and Training Council, and the dual focus of the research work will be CETA Prime Sponsor planning issues and 1980 Census information issues that relate to this planning process. Data issues particular to the estimating procedures for eligibility determination will be analyzed. The study proposed herein continues the consortium established to respond to research and data needs of the DCCA by utilizing the facilities and the previous studies of Northern Illinois University and Illinois State University.

SERVICES COORDINATION OF PROGRAMS FOR EMPLOYMENT

The project will continue to develop and operate a comprehensive research and demonstration program to enhance interagency coordination activities among providers of employment, training, education, and related services in the state.

Sangamon Cass CETA Program - Sangamon State University

FAIR SHARE

The Sangamon Cass Consortium in cooperation with the Senior Action Center and Sangamon State University (SSU) will develop a job sharing program for 96 CETA-eligible participants with a special emphasis on female family heads, displaced homemakers, older workers, senior citizens and handicapped individuals. This program will feature a recruitment network, job development strategies for each target group, participant orientation to job sharing concept and a comprehensive evaluation by SSU.

Southern Illinois University, Edwardsville

COORDINATIVE RELATIONSHIPS AND COMMUNICATIONS LINKAGES BETWEEN CETA AND JOB SERVICE

The project will provide for a minimum of five workshops at regional locations for CETA and Job Service staff for the purpose of increasing the effectiveness and coordination of both agencies. Field investigations will be conducted with both agencies in order to gain primary data regarding perceptions of CETA and Job Service. The approach at the workshops will be "problem identification and problem solving" in an effort to interface the activities of both groups which will benefit the users of these services.

Southern Illinois University, Carbondale

CETA HEALTH MANPOWER TRAINING AND EMPLOYMENT PROJECT

The project will provide 24 CETA eligible college students with classroom training in medical laboratory and respiration therapy techniques. The program will be coordinated with the Prime Sponsors and Program Agents in the area with counseling and placement services being provided by SIU.

University of Illinois - Chicago Circle, Chicago

CAGIS LABOR MARKET INFORMATION

The project will provide for the development of an information and research system for the Department of Commerce and Community Affairs which will support policy development and technical assistance pertaining to fulfillment of the state's responsibilities under Sec. 105 and 110 of CETA of 1978.

University of Illinois - Medical Center, Chicago

CAREER AWARENESS IN HEALTH PROFESSIONS - PHASE II

The project provides for Phase II of the "Career Awareness in Health Professions" model which is aimed at creating an exposure to and an awareness of a range of health professions. The target population is 70 high school youth from under-represented populations in the health professions who received an eight week long summer career education program of skill building, counseling and preceptorship experiences during the first year. In the proposed second year, conferences and health career experiences, in the manner of career forums, will be arranged, along with other activities to build and strengthen the necessary support network within the family and peer group.

Western Illinois University, Macomb

EMPLOYMENT IMPLICATIONS OF ALCOHOL PRODUCTION IN ILLINOIS

The project will determine the employment and training requirements involved in the production of alcohol fuel using available agricultural production in Illinois. The study will review plant sizes, production techniques, manpower educational needs and the effects of prices of alternative fuels on alcohol consumption.

Illinois Management and Training Institute (IMTI), Des Plaines

IMTI FOR CETA

The project will provide training to CETA Prime Sponsors and CETA service deliverers in the state of Illinois. Training will be specialized and tailored to meet the needs of the state employment and training providers.

MANAGEMENT ASSISTANCE AND TRAINING PROGRAM

The project will provide for 2 separate components pertaining to information and technical assistance to prime sponsors: 1) Prime Sponsor Technical Assistance, which provides specific consulting assistance on a range of issues in a hands-on, on-site operational development of the other; and 2) Prime Sponsor Staff Development, which provides the management assistance to enable each participating prime sponsor to construct and implement a staff development system tailored to its individualized needs.

INFORMATION TRANSFER PROJECT

The project will explore the feasibility of establishing within IMTI a central access point for employment and training information inquiry, a retrieval and/or storage capability for such information and various mechanisms for its effective transfer.

Other Projects

SER-Jobs for Progress, Inc., Joliet

ADULT BASIC EDUCATION

The project will provide Adult Basic Education (ABE) to Hispanic adult trainees in the following fields: Health, Government and Law, Consumer Economics, and Occupational Knowledge. Classes will run for 25 weeks and serve 20 trainees 18 years and older. The primary goal of this project is to provide Hispanic individuals with the computational, verbal, and fundamental survival skills necessary to successfully compete in the job market and/or to gain access into educational or vocational training programs.

Midwest Women's Center, Chicago

WOMEN'S PRE-APPRENTICESHIP READINESS AND ADVOCACY PROJECT

The project will provide for the research and development of pre-apprenticeship curriculm, specifically in construction and industrial trades.

Northwest Education Cooperative, Arlington Heights

BUSINESS EDUCATION FOR CAREER ADVANCEMENT

The project will provide 50 Hispanics with classroom training in a program of Business Education for Career Advancement. The program will provide a foundation of business skills in accounting/banking, data processing, and paralegal assistance. The training will include 5 weeks of internship at which time students will participate in a work situation utilizing the newly acquired skills. A year of English as a second language training will also be provided to program participants.

New Start, Inc., Springfield

COMMUNITY BASED MANPOWER TRAINING AND PLACEMENT

The project will provide a means for ex-offenders to overcome the special barriers which they face in acquiring employment. The program will offer classroom training to 200 participants which will consist of a Comprehensive Occupational Assessment and Training System and Life Employability Skills including the Adkins Life Skills component.

Community and Economic Development Association, Chicago

CEDA-EVANSTON JOB SHARING PROJECT

The project will explore the job sharing concept to determine if it is a feasible alternative work pattern for private and public sector employees and CETA eligible target populations in the Evanston area of Cook County where unemployed (or underemployed) and economically disadvantaged, particularly women and minorities, are encountering increasing obstacles in finding employment. The project goal is two-fold: 1) to develop a marketing strategy for promoting job sharing by Evanston private and public sector employers and to implement this strategy in placing 12 CETA eligible clients in unsubsidized job shared positions; and 2) to evaluate the effectiveness of the program model for job sharing as well as the viability and efficacy of job sharing for CETA participants.

FY'81 Governor's Statewide Youth Services Program includes grants for:

State Agencies

Department of Rehabilitation Services, Springfield

S.E.R.V.E.

The project proposes to plan and operate a successful, coordinated program of vocational education, rehabilitative services, and employment services for deaf, blind and deaf-blind participants at the Illinois School for the Deaf and the Illinois School for the Visually Impaired. Participants will be exposed to experiences which will enhance career awareness, general orientation to the world of work, and understanding of realistic employment options.

Post Secondary Institutions

Eastern Illinois University, Charleston

YOUTH EMPLOYMENT AND TRAINING FOR SERVICES TO SENIOR CITIZENS AND HANDICAPPED PERSONS

The project will provide a Career Employment Experience component designed as a "hands-on" training opportunity in an alternative educational setting for 24 disadvantaged youth who will provide chore services to disadvantaged older Americans. Academic credit will be given to those youth participating in the project. The hands-on training will include: work attitudes, interpersonal relationships, knowledge of the elderly, use and care of equipment and supplies, and safety rules.

Alternative Schools

Alternative Schools Network, Chicago

YOUTH OPERATED COOPERATIVE BUSINESS

The project sponsors 7 small businesses managed as cooperatives by high school age youth. Through the experience of managing these enterprises, the participating youth learn good work habits, receive exposure to the mechanics and economics of businesses and gain experience in the direct relationship between wages and productivity.

Other Projects

Chicago Economic Development Corporation, Chicago

BUSINESS ENTERPRISE TRAINING AND EDUCATIONAL PROGRAM

The project provides for the finalization of work begun in FY'80 under the "Business Enterprise Training and Educational Program." Project will evaluate results through the coding, tabulation, analysis and interpretation of the data. The conclusions and recommendations, including the model design, will be finalized and presented in the form of a final program report.

Lake County CETA and Lake County Urban League, Waukegan

ORIENTATION TO THE TRADES

The project provides pre-apprenticeship training to 32 female youth through a classroom training component including specific training in 6 building and construction trades. The sessions will last 16 weeks offering the following instruction: physical education, construction tools and vocabulary, architectural design, drawing, and related topics, pre-employment skills development, and world of work awareness activities.

Midwest Women's Center, Chicago

WOMEN'S PRE-APPRENTICESHIP READINESS AND ADVOCACY PROJECT

The project will provide intensive outreach and referral service to women interested in non-traditional trades. Project will increase the number of women entering and completing apprenticeship programs and becoming skilled craftspersons. Midwest Women's Center will provide the advocacy and outreach component of a joint project with the Chicago Urban League.

Milton Township Committee on Youth, Wheaton

INTENSIVE PROGRAM FOR YOUTH EXPERIEINCING BARRIERS TO EMPLOYMENT

The project will offer services to 72 in-school and out-of-school youth in DuPage County. Services are to include: job preparation, vocational exploration, personal and career counseling, supportive advocate services, and placement in unsubsidized employment or further education.

The Neighborhood Institute, Chicago

COMMUNITY REHABILITATION AND ENVIRONMENTAL MAINTENANCE WORKER

The project will provide 28 out-of-school youth with the following: apprenticeship training in carpentry and painting; skills training in environmental maintenance (weatherization, landscaping, and indoor/outdoor maintenance); and where necessary, basic education and GED preparation for out-of-school, unemployed youth age 17-21. These activities will be performed in a classroom environment.

Reponsible Peer Program, Inc., Rockford

OFF-SET

The project serves 27 clients, ages 13 to 21, who are offenders, dropouts, truants and socially handicapped with the major thrust toward female status offenders. Project provides participants with training in woodcraft productions, printing/graphic arts, office practice and sales.

Safer Foundation, Chicago

PROJECT FOR TROUBLED ADOLESCENTS

The project will provide 53 juvenile offenders with classroom training in job readiness and academic skills training. The project will enable 47 of the youth to be placed in unsubsidized employment.